



LOS ANGELES UNIFIED SCHOOL DISTRICT

Wilbur Charter for Enriched Academics

A DISTRICT AFFILIATED CHARTER SCHOOL

5213 Crebs Avenue

Tarzana, California. 91356

Renewal Charter Petition

Submitted

February 12, 2025

TERM OF CHARTER

JULY 1, 2025 TO JUNE 30, 2031

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Wilbur Charter for Enriched Academics (also referred to herein as “Wilbur Charter for Enriched Academics”, “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:	Crystal Shirley
• The contact address of Charter School is:	5213 Crebs Avenue, Tarzana, California 91356
• The contact phone number for Charter School is:	(818) 345-1090
• Charter School is located in LAUSD Board District:	4
• Charter School is located in LAUSD Region:	Region North
• The grade configuration of Charter School is:	TK – 5 th
• The number of students in the first year of this charter term will be:	545
• The grade level(s) of the students in the first year will be:	TK – 5 th
• 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.	572
• 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:	8:01 AM-2:29 PM
• The term of this Charter shall be from:	July 1, 2025-June 30, 2031

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Formerly known as Wilbur Avenue Elementary School, Wilbur Charter for Enriched Academics is an affiliated charter school within the Los Angeles Unified School District, located in the heart of Tarzana in the vibrant San Fernando Valley. Since opening its doors in 1959, Wilbur has been a cornerstone of the community, and today, we continue to build on that legacy with a strong focus on academic excellence, innovation, and inclusivity.

Since becoming an affiliated charter school, Wilbur Charter's enrollment has steadily grown year after year, consistently with a lottery waitlist of about 200 students. This growth speaks to the success of our approach and the trust families place in our school. According to LAUSD's Data Dashboard, The Cohort Analysis Section for students who performed in the Met/Exceeded Band or Moved Up a Band on the Smarter Balanced Assessment (SBA) have increased and continue to exceed district goals. Also, in the Average Change in Distance from Standard Section of LAUSD's Data Dashboard, our students' scores on the Smarter Balanced Assessment continue to increase and exceed district goals. We attribute this growth to the integration of cutting-edge technology and a rich arts curriculum that supports learning across all subjects. At Wilbur, our commitment to student success is driven by a collaborative approach, with teacher-led committees and the governance council working hand in hand to identify and address student needs. For example, our Curriculum, Data, and Assessment Governance Council Ad-Hoc Committee and Bi-Monthly Data Chat meetings, analyze student performance data to pinpoint areas for improvement, ensuring that decisions made at the governance level are aligned with our students' needs.

At Wilbur, we celebrate diversity and strive to create a welcoming, community-oriented atmosphere for all families. Our school is home to a large and thriving population of English Language Learners (ELLs), who reclassify at a rate higher than the district average. For additional academic support, newcomers to the country, our *Newcomers Club*, works with our Targeted Support Program (TSP) Teacher who works with these students to accelerate English language proficiency, helping students adapt and succeed. Our *Resource Specialist Program (RSP)* works closely with general education teachers to ensure that every child is supported in reaching their grade-level goals. Gifted and Talented Education (GATE) students also thrive at Wilbur, participating in a specialized pull-out program that provides tailored enrichment opportunities.

We believe in the importance of strong family involvement in education. Attendance continues to be a priority, and we're actively working to increase parent participation in our monthly governance council and committee meetings. To make these meetings more accessible, we've adjusted the schedule, offering multiple times to better accommodate parents' diverse needs.

We understand that technology plays a pivotal role in our educational approach. This year, with the support of the governance council and Charter Block Grant Funds, we've provided all 3rd through 5th grade teachers with an ActivPanel 9 Premium 65" Promethian Board. Chromebooks and/or iPads have been provided to every UTK – 5th grade student by LAUSD to ensure that all students have the tools they need to succeed in a digital world. We're committed to continuously expanding access to technology for all our teachers and students, fostering a tech-savvy generation ready for the challenges of tomorrow.

As we move forward, Wilbur Charter is dedicated to maintaining a strong core of neighborhood students while expanding our enrollment as capacity allows, further enhancing the diversity and vibrancy of our school community. Our goal is to be a dynamic center of learning, offering a comprehensive, multi-disciplinary curriculum that prepares students not just for academic success,

but for lifelong achievement. At Wilbur, we're not just educating students—we're inspiring the next generation of leaders, thinkers, and innovators. Join us as we continue to grow and make a lasting impact on the Tarzana community and beyond!

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

Wilbur Charter for Enriched Academics

(Source: cde.ca.gov)

Address: 5213 Crebs Avenue Tarzana, CA 91356

Elementary Schools	# of Students 2023/24	% Students Eligible for Free/Reduced Lunch		% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2023/24 Met/Exceeded on SBA ELA	Change in ELA		2023/24 Met/Exceeded on SBA Math	Change in Math			
Wilbur CEA (TK-5)	535	31%		12.7%	55%	18.2%	12.9%	61.74%	-1.47%		63.04%	-1.43%			
Serrania Ave CES (TK-5)	560	48.2%		9.3%	39.8%	26.3%	9.6%	50.92%	-5.7%		45.76%	-3.14%			
Nestle (TK-5)	441	62.8%		29.5%	41.0%	24.3%	17.2%	49.75%	-4.33%		48.26%	-0.89%			
Encino (TK-5)	570	35.4%		8.4%	40.5%	21.6%	16.3%	61.29%	-8.29%		61.66%	-4.47%			
Calvert CES (TK-5)	330	79.4%		20.6%	57.0%	17.3%	7.6%	26.96%	-11.45%		26.85%	-5.83%			
Vanalden (TK-5)	386	82.1%		33.4%	74.1%	14.5%	3.9%	41.62%	+5.4%		36.41%	+1.84%			
Emilita (TK-5)	278	63.7%		24.1%	56.1%	24.5%	11.9%	46.21%	+1.73%		37.04%	+1.06%			
Tarzana (TK-5)	244	99.2%		30.7%	59.4%	19.7%	6.6%	46.72%	+10.84%		36.70%	+9.49%			
Shirley Elem. (TK-5)	416	88.0%		31.5%	78.6%	8.2%	3.8%	36.94%	+0.29		28.22%	+2.63%			

STUDENT POPULATION TO BE SERVED

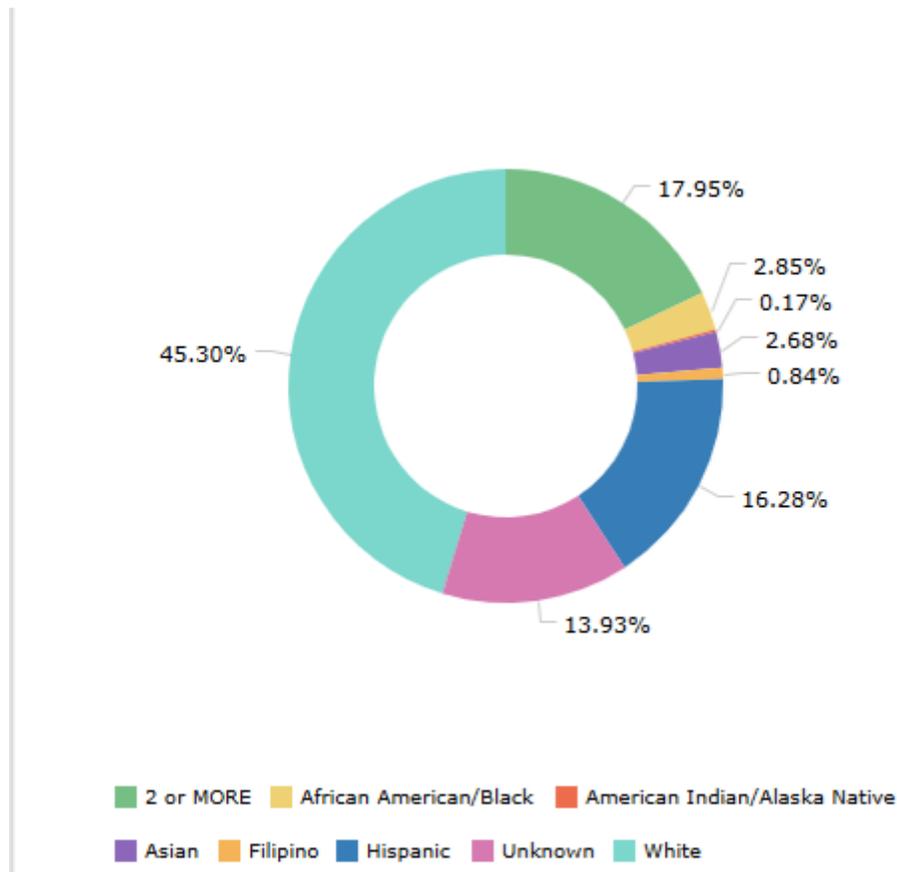
Wilbur Charter for Enriched Academics is a suburban school located in the San Fernando Valley, serving a heterogeneous mix of ethnicities, religions, economic backgrounds and ability levels. As part of the larger Los Angeles Unified School District, we educate transitional kindergarten through 5th grade students. Additionally, we have a special education Pre-School program for 3–5-year-olds with special needs. Wilbur Charter for Enriched Academics is located at 5213 Crebs Avenue, in the city of Tarzana, California. The school is primarily comprised of neighborhood students, with approximately seventy-five students yearly attending on lottery permits. Many of the parents of children attending Wilbur Charter are doctors, lawyers, professionals, or in the entertainment industry, and own their homes in the neighborhood. Wilbur is located south of Ventura Boulevard, in a tree-lined, well-maintained neighborhood. There are numerous activities for families located within a short distance from the school: Tarzana Park, Encino Park, Sunrise Little League, Encino-Tarzana Baseball Field, restaurants, and shopping centers. In the immediate geographic area (two-mile radius) there are three public elementary schools, one independent charter school and four affiliated charter schools, along with numerous private schools, both traditional and religious. The school's Estimated Operating Capacity is 556 students, according to the 2025-2026 E-CAST data. The enrollment has increased over the past four years, with a high enrollment in 2024-2025 of 596 students. Prior to COVID, 2020-2021 school year, our enrollment averaged 660 students, in accordance with the number of neighborhood students, our students on reduced/free lunch has increased; 2024-2025 school year figures indicate that 228 students, or 39% of our total population, receive free/reduced lunch.

The racial and ethnic makeup of Wilbur has slightly changed over the for last five years. Approximately 50% of our students are White, including Russian, Israeli, Iranian, and Armenian. The next highest ethnicity is White with about 45.30% of our students falling into that ethnicity. The number of African American and Asian students has stayed about the same over the same period, with an average of 2% for each. There are several languages spoken at Wilbur CEA, contributing to a rise in the number of English Learners over this same time period. The amount of Spanish speakers has stayed relatively the same, while there has been an increase in Hebrew, Russian, Farsi and Armenian speaking students.

Wilbur CEA will continue to serve grades TK-5, including all students from various cultural, ethnic, and socio-economic backgrounds. We welcome and serve students with multiple modalities learning needs, including kinesthetic, auditory, and visual learners. We serve students with 504 plans, students with IEPs and Behavior plans, and address their needs on an individual basis, according to district, state and federal guidelines. We provide enrichment and differentiated instruction for students identified as Gifted and Talented and achieving above grade level, and students who need additional academic support.

We welcome students who don't live in our neighborhood through our charter lottery, and once admitted, those students have the same education as our neighborhood students. Our school has a wonderful reputation, and this has contributed to a lottery wait list over the past five years of over 200 students. Welcome to Wilbur Charter for Enriched Academics!

Current Student Ethnicity, 2024-2025



GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement

Wilbur Charter for Enriched Academics seeks to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. We believe learning is a collaborative effort based on utilizing our resources effectively. Learning is maximized when it takes place in an environment enriched with support, encouragement and assistance of staff, parents and community. We are committed to providing a broad base of learning experiences that will assist our students in achieving their greatest potential while adapting and adjusting to a diverse and ever-changing society. We are committed to nurturing high self-esteem and respect for others. We believe that everyone can learn to become critical thinkers and independent, lifelong learners. We also strive to utilize Common Core State Standards to maximize student achievement.

Vision Statement

The vision of Wilbur Charter for Enriched Academics is to provide an engaging, innovative instructional program which challenges all students to become confident 21st century learners. We wish to accomplish the following:

- Maximize student success, based on Common Core State Standards and additional assessment techniques (performance and District interim assessments, Smarter Balance assessments, differentiated assignments, and student portfolios).
- Expand multiple modality learning opportunities for all students, with an emphasis on enriched learning experiences, differentiated for subgroups (children identified below grade level, Gifted and Talented, Special Needs, and English Language Learners).
- Promote the use of assessment data to plan innovative instruction using progressive teaching methods, and to create a highly qualified staff through targeted professional development.
- Actively encourage the Tarzana community to participate in opportunities that shape the dynamic learning environment at Wilbur CEA.
- Communicate and articulate with neighboring middle and high schools, especially through our Taft Complex Cabinet, Wilbur CEA will continue to build the foundation for an outstanding public education for all its students.

Our School Motto:

At Wilbur CEA, Student Guidelines for Success are:

Dedicated
Outstanding
Lifelong Learners
Prepared problem Solvers
Happy to Help
Innovative and Inquisitive
Noble
Striving to Do Their Best

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

In the twenty-first century, being educated is about much more than just accumulating knowledge; it means developing critical thinking skills, engaging with diverse cultures, and adapting to a rapidly changing world. According to a 2024 description from the Intellectual Virtues Academy, an educated person today needs broad understanding across subjects like math, history, and science. This person should also engage with complex societal questions—questions about justice, love, and environmental responsibility—to cultivate empathy and an understanding of our interconnected global society.

The Harvard Graduate School of Education emphasizes that a modern educated individual is proactive in learning and problem-solving. This person continuously seeks knowledge,

not just within a structured classroom but through lifelong self-education, learning to differentiate reliable information from misinformation, and developing resilience to navigate complex issues. In a world saturated with information, these skills allow educated individuals to sift through data and draw meaningful conclusions, which is essential in today's digital age.

A twenty-first-century education is deeply tied to intellectual curiosity and a love of learning. As educational thinker Israel Scheffler points out, an educated person finds joy in discovering the truth, embracing both the excitement and challenge of the unknown. This mindset is what sustains growth, enabling individuals to keep adapting their skills and insights as technology and society evolve, ensuring they stay relevant and engaged in their communities and careers.

Educated people accept and appreciate cultural and individual differences and show awareness of the outside world. They cultivate healthy and peer and adult relationships. Such individuals should be able to self-evaluate, take risks, and accept responsibility. An educated person utilizes technology in all areas of curriculum, enhances learning through multiple intelligences, and applies knowledge to the real world and self-expression through the arts.

The faculty and staff at Wilbur CEA believe that learning best occurs under specific conditions. First, the new material must have meaning for the learner. Second, the teacher needs to understand students' prior knowledge and previous experiences. Third, multiple opportunities must be made available for students to practice and use what they've learned. Finally, teacher feedback and reinforcement must be consistent and meaningful.

"The new definition of lifelong learning is not learning new skills; it's about getting rid of the barriers in your head that prevent you from seeing things in new ways." (Ian Jukes, 2016) Wilbur CEA provides classrooms that have safe, nurturing, literature-rich environments, where there is a mixture of whole class and small group instruction that encourages collaborative learning. Teachers offer engaging, relevant activities that are inquiry-based. Classrooms are supported with proper tools and materials, including up to date technology. Learning experiences are created to accommodate multiple intelligences. Teachers respect individual learning styles and pursue novel approaches to learning. Wilbur CEA recognizes the importance for education to be a partnership between home, school, and community.

How Learning Best Occurs

Wilbur Charter for Enriched Academics seeks to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. We believe learning is a collaborative effort based on utilizing our resources effectively and maximized when it takes place in an environment enriched with support, encouragement and assistance of staff, parents and community. We are committed to providing a broad base of learning experiences that will assist our students in achieving their greatest potential while adapting and adjusting to a diverse and ever-changing society. We are committed to nurturing high

self-esteem and respect for others. We believe that everyone can learn to become better thinkers and independent learners.

LAUSD’S STRATEGIC PLAN LEARNING BEST OCCURS WHEN:	WHAT LEARNING LOOKS LIKE AT WILBUR:
PILLAR 1: Academic Excellence	<ul style="list-style-type: none"> • Collaborative Learning Small group instruction • Small group instruction • Hands-on learning activities • Inquiry-based instruction • Technology integration • Cognitively challenging questioning, activities
PILLAR 2: Joy and Wellness	<ul style="list-style-type: none"> • Teaching of social emotional learning • Integrating • Monthly Spirit Day celebrations focused on supporting outstanding attendance and character traits • Schoolwide Positive Behavior Support Plan_Restorative Practices
PILLAR 3: Engagement and Collaboration	<ul style="list-style-type: none"> • Parent Volunteering in a variety of roles • Family Academies. Workshops for parents to equip families with skills and information to support students’ academic and social-emotional success • Parent participation on various decision-making councils (i.e.: English Language Advisory Committee, Local School Leadership Council, and Governance Council meetings)
PILLAR 4: Operational Effectiveness	<ul style="list-style-type: none"> • Using data to provide a multi-tiered system of support • Data Chat Meetings with teachers and administration to drive continuous improvement • Students understand and track their progress to set specific goals to meet/exceed standards • Professional Development provided to staff on data-driven decision making
PILLAR 5: Investing In Staff	<ul style="list-style-type: none"> • Professional Development for teachers to collaborate in and across grade levels to insure consistency in pedagogy and methodology • Staff provided with opportunities to continue

	<p>to build their capacity for improving the instruction, care, and support to our students by attending professional development through the local district, regional/state conferences, recognized educational affiliates, etc.</p> <ul style="list-style-type: none"> • Teachers provided with opportunities to observe peer instruction in and across grade level
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How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-Long Learners

Wilbur CEA’s goals align with the needs of the whole child, as referenced in our primary goals to provide every child with a learning experience and innovative instructional program that meets the needs of their academic, cognitive, social, and physical development by integrating all areas of the curriculum. Our charter will provide a safe, supportive, and challenging learning environment that encourages students to maximize their learning. Our students consistently perform well on standardized tests; however, our curriculum is much broader than what is evaluated on the Smarter Balanced Assessments. Our students experience an enriched curriculum that engages them as learners across multiple disciplines, including the arts and technology.

By engaging students through multiple modalities, hands-on learning, the arts and technology, Wilbur CEA faculty inspire students’ intrinsic motivation and build their confidence as learners. Our faculty has high expectations for all students. Our diverse programs ensure that every student at Wilbur CEA builds the skills they need to be successful in life, and beyond. Because our students have access to passionate stakeholders (classroom teachers, supportive parent community, ELA and Math Intervention Programs specialists, support staff, and our administrative team) they have role models who embody excellence, motivation, and a dedication to the joy of learning.

Students at Wilbur CEA will develop lifelong learning skills and interpersonal skills which include

- **Leadership, Collaboration and Cooperation:** Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level.
- **Goal Setting:** Students will learn to set their own short-term and long-term academic goals in keeping with their abilities and based on a high level of expectation inherent in the school community.
- **Critical Thinking and Problem Solving:** Students will learn to be effective problem solvers and will develop critical thinking skills.
- **Technological Thinkers:** Students will learn how to access technology to create technologically advanced classwork that allows them to compete in the 21st Century.

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

PROFICIENCY FOR ALL

All students will achieve proficiency in English Language Arts and Mathematics

Related State Priorities:

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

Local Priorities:

:

:

Specific Annual Actions to Achieve Goal

- Conduct ongoing review of standards-based curriculum and academic achievement data to (1) improve and refine comprehensive and consistent delivery of high-quality standards-based program for all students, including ELs, low-income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development
- Provide or obtain training opportunities for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications
- Implement personalized intervention strategies and programs, including a push-in co-teaching model of small group instruction for English Learners and students with disabilities, in order to meet individual academic needs of specific students

Expected Annual Measurable Outcomes

Outcome #1:

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

Metric/Method for Measuring:

CAASPP, MyData, Whole Child 2.0

Percentage of students performing at or above proficiency level on CAASPP English Language Arts assessment

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	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>	Year 6 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	62%	63%	65%	67%	69%	71%	73%
English Learners Students	8%	10%	12%	14%	16%	18%	20%
Socioeconomically Disadvantaged Students	52%	54%	56%	58%	60%	62%	64%
Foster Youth Students	*	*	*	*	*	*	*
Students with Disabilities	28%	30%	32%	34%	36%	38%	40%
African American Students	*	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*	*
Latino Students	53%	55%	57%	59%	61%	63%	65%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*	*
Students of Two or More Races	72%	74%	76%	78%	80%	82%	84%
White Students	65%	67%	69%	71%	73%	75%	77%

Outcome #2:							
The school will annually increase the number of students achieving proficiency in Mathematics							
Metric/Method for Measuring:							
CAASPP, MyData, Whole Child 2.0							
Percentage of students performing at or above proficiency level on CAASPP Mathematics Assessment							
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	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>	Year 6 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	63%	65%	67%	69%	71%	73%	75%
English Learners Students	50%	52%	54%	56%	58%	60%	62%
Socioeconomically Disadvantaged Students	49%	51%	53%	55%	57%	59%	61%
Foster Youth Students	*	*	*	*	*	*	*
Students with Disabilities	38%	40%	42%	44%	46%	48%	50%
African American Students	*	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*	*
Latino Students	48%	50%	52%	54%	56%	58%	60%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*	*
Students of Two or More Races	76%	78%	80%	82%	84%	86%	88%
White Students	68%	70%	72%	74%	76%	78%	80%

Outcome #3:

Increase the percentage of students scoring Meets and/or Exceeds in Science on the SBA assessment.

Metric/Method for Measuring:

Smarter Balanced Assessment (SBA): Science (2023-2024)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	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>	Year 6 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	54%	56%	58%	60%	62%	64%	66%
English Learners Students	0%	4%	6%	8%	10%	12%	14%
Socioeconomically Disadvantaged Students	50%	52%	54%	56%	58%	60%	62%
Foster Youth Students	*	*	*	*	*	*	*
Students with Disabilities	11%	13%	15%	17%	19%	21%	23%
African American Students	*	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*	*
Asian Students	50%	52%	54%	56%	58%	60%	62%
Filipino Students	50%	52%	54%	56%	58%	60%	62%
Latino Students	50%	52%	54%	56%	58%	60%	62%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*	*
Students of Two or More Races	75%	77%	79%	81%	83%	85%	87%
White Students	54%	56%	58%	60%	62%	64%	66%

Outcome #4:

Increase the percentage of students demonstrating proficiency in Early Literacy

Metric/Method for Measuring:DIBELS 8th Edition (2024-2025 BOY)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	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>	Year 6 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	65%	67%	69%	71%	73%	75%	77%
English Learners Students	29%	31%	33%	35%	37%	39%	41%
Socioeconomically Disadvantaged Students	56%	58%	60%	62%	64%	66%	68%
Foster Youth Students	*	*	*	*	*	*	*
Students with Disabilities	44%	46%	48%	50%	52%	54%	56%
African American Students	88%	89%	90%	91%	92%	93%	94%
American Indian/Alaska Native Students	*	*	*	*	*	*	*
Asian Students	84%	86%	88%	90%	91%	92%	93%
Filipino Students	75%	77%	79%	81%	83%	85%	87%
Latino Students	49%	51%	53%	55%	57%	59%	60%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*	*
Students of Two or More Races	65%	67%	69%	71%	73%	75%	77%
White Students	65%	67%	69%	71%	73%	75%	77%

GOAL #2

JOY AND WELLNESS

Annually increase student attendance and decrease chronic absenteeism to foster student engagement and positive student outcomes.

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Maintain attendance incentive programs
- Contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance
- Conduct monthly recognition attendance awards assemblies
- Conduct SSPT for students with chronic absenteeism to provide intervention services and referrals

Expected Annual Measurable Outcomes

Outcome #1:

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

Metric/Method for Measuring:

Student Attendance Rates, MISIS and MyData Reports

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	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>	Year 6 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	55%	57%	59%	61%	63%	65%	67%
English Learners Students	47%	49%	51%	53%	55%	57%	59%
Socioeconomically Disadvantaged Students	51%	53%	55%	57%	59%	61%	63%
Foster Youth Students	*	*	*	*	*	*	*
Students with Disabilities	49%	51%	53%	55%	57%	59%	61%
African American Students	53%	55%	57%	59%	61%	63%	65%
American Indian/Alaska Native Students	*	*	*	*	*	*	*
Asian Students	86%	88%	90%	91%	92%	93%	94%
Filipino Students	100%	100%	100%	100%	100%	100%	100%
Latino Students	49%	51%	53%	55%	57%	59%	61%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*	*
Students of Two or More Races	57%	59%	61%	63%	65%	67%	69%
White Students	52%	54%	56%	58%	60%	62%	64%

Outcome #2:

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

Metric/Method for Measuring:

Student Attendance Rate, MISIS and MyData Reports

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	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>	Year 6 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	22%	20%	18%	16%	14%	12%	10%
English Learners Students	24%	22%	20%	18%	16%	14%	12%
Socioeconomically Disadvantaged Students	27%	25%	23%	21%	19%	17%	15%
Foster Youth Students	*	*	*	*	*	*	*
Students with Disabilities	36%	34%	32%	30%	28%	26%	24%
African American Students	47%	45%	43%	41%	39%	37%	35%
American Indian/Alaska Native Students	*	*	*	*	*	*	*
Asian Students	7%	5%	3%	1%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%	0%
Latino Students	31%	29%	27%	25%	23%	21%	19%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*	*
Students of Two or More Races	23%	21%	19%	17%	15%	13%	11%
White Students	17%	15%	13%	11%	9%	7%	5%

GOAL #3

Engagement and Collaboration

Strengthen relationships between families, students, and the school to improve student success.

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives and ways in which to support their child’s learning.

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Provide parents with the opportunity to complete the School Experience Survey on campus during the survey window.
- Provide opportunities for parents to express and resolve concerns in accordance with the charter
- Provide Parent Workshops throughout the year to support parents in the areas of academics, behavior, social-emotional learning, Gifted and Talented Education (GATE), English Learner, Smarter Balanced Assessment (SBA), and Attendance.

Expected Annual Measurable Outcomes

Outcome #1:

Increase the percentage of students reporting on the School Experience Survey

Metric/Method for Measuring:

School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Parents Who Completed the Survey	51%	53%	55%	57%	59%	61%	63%
Parents Who Feel Welcome to Participate	94%	95%	96%	97%	99%	100%	100%
Parents Who Feel Included in Making Decisions at the School	76%	78%	80%	82%	84%	86%	88%
Parents Who Feel This School Recruits and Organizes Parents to Help and Support the School	93%	94%	95%	96%	98%	100%	100%
Parents Who Feel This School Informs Them About School Activities in Different Ways.	93%	94%	95%	96%	98%	100%	100%

Outcome #2:

Increase the percentage of students who feel a connectedness to the school.

Metric/Method for Measuring:

LAUSD School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031
Students Who Completed the Survey	90%	92%	94%	96%	98%	100%	100%
Students Who Feel A Part of Their School	55%	57%	59%	61%	63%	65%	67%
Students Who Feel Happy to Be At This School	60%	62%	64%	66%	68%	70%	72%
Students Who Feel Close to The People At This School	61%	63%	65%	67%	69%	70%	72%

GOAL #4

Operational Effectiveness

Develop a comprehensive data-driven system to inform decision-making and maintain zero number of student suspensions and expulsions for all students and subgroups.

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Utilize data with School-Wide Positive Behavioral Interventions and Supports (SWPBIS) committee to create a plan for maintaining a zero-student suspension and expulsion rates.
- Conduct regular training for staff on restorative practices to address conflicts and misbehavior constructively.
- Integrate Social Emotional Learning (SEL) into the curriculum to help students develop self-regulation and conflict resolution skills.
- Host parent workshops and meetings to build strong partnerships with families and community members.
- Establish a school-wide system to promote and recognize positive behavior.

Expected Annual Measurable Outcomes

Outcome #1:

Maintain zero suspensions for all subgroups of students.

Metric/Method for Measuring:

LAUSD MyData, California Dashboard 2024

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>	Year 6 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%	0%
English Learners Students	0%	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%	0%
Foster Youth Students	0%	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%	0%

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

Outcome #2:
 Maintain zero days lost to suspension for all subgroups.

Metric/Method for Measuring:
 LAUSD MyData, California Dashboard 2024

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>	Year 6 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%	0%
English Learners Students	0%	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%	0%
Foster Youth Students	0%	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%	0%
Latino Students	0%	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*	*
Students of Two or More Races	0%	0%	0%	0%	0%	0%	0%
White Students	0%	0%	0%	0%	0%	0%	0%

GOAL #5

Investing In Staff

Maintain 100% of all teacher assignments in accordance with their credentials, EL authorizations, TK authorizations, and Gifted recency.
Provide opportunities for staff to build their capacity for improving the instruction, care, and support provided to our students.

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Review teacher credentialing to maintain 100% compliance.
- Provide ongoing professional development and implementation support to teachers on the use of evidence-based practices for teaching literacy, math, and social-emotional development.

Expected Annual Measurable Outcomes

Outcome #1:

Maintain 100% of teachers who are appropriately credentialed for their teaching assignments.

Metric/Method for Measuring:

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>	Year 6 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Teachers	100%	100%	100%	100%	100%	100%	100%

Outcome #2:

Differentiated professional development for school staff based on analysis of staff interest and teacher experience.

Metric/Method for Measuring:

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>	Year 6 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Teachers	62%	64%	66%	68%	71%	73%	75%

INSTRUCTIONAL DESIGN

Framework and Teaching Methodology

Wilbur Charter for Enriched Academics employs innovative teaching methods centered on differentiated, inquiry-based, and project-based instruction in small groups. This approach empowers students to unlock their full learning potential. For example, in a project-based learning scenario, students might work together to design and build a sustainable garden. This project would integrate lessons from science, math, and environmental studies, allowing students to apply their knowledge in a real-world context while developing teamwork and problem-solving skills

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.

Wilbur CEA's innovative teaching methodologies are grounded in the Common Core State Standards and associated frameworks across all subjects, including English Language Arts, Mathematics, Social Studies, Science, Visual and Performing Arts, Physical Education, and English Language Development. To meet the diverse needs of all students and identified subgroups, Wilbur CEA will blend curriculum-centered and student-centered instruction that is differentiated, experiential, inquiry-based, and project-based. Teachers will leverage data analysis and collaborative planning across grade levels to tailor instruction effectively. These methodologies will be supported by authentic assessments from the district, publishers, teachers, and performance evaluations.

The comprehensive scope and sequence of skills to be taught across grade levels and subjects are outlined below. Wilbur CEA is committed to a rigorous curriculum that surpasses California's content standards for K-5 disciplines.

Wilbur CEA's curriculum is considered rigorous for several reasons:

1. **Alignment with Standards:** It is based on the Common Core State Standards and associated frameworks, ensuring a high level of academic rigor across all subjects.
2. **Comprehensive Coverage:** The curriculum spans a wide range of subjects, including English Language Arts, Mathematics, Social Studies, Science, Visual and Performing Arts, Physical Education, and English Language Development.
3. **Differentiated Instruction:** By balancing curriculum-centered and student-centered instruction, the curriculum addresses the diverse needs of all students, including identified subgroups.
4. **Inquiry-Based and Project-Based Learning:** These methodologies encourage critical thinking, problem-solving, and real-world application of knowledge.

5. **Data-Driven:** Teachers use data analysis and collaborative planning to tailor instruction effectively, ensuring that each student's learning needs are met.
6. **Authentic Assessments:** The use of district, publisher, teacher-generated, and performance assessments provides a comprehensive evaluation of student learning.
7. **Exceeds Standards:** The curriculum is designed to surpass California's content standards for K-5 disciplines, pushing students to achieve higher levels of understanding and skill.

These elements combine to create a challenging and enriching educational experience for students.

English Language Arts

- **Cultivate critical reading skills** through engaging with both fiction and nonfiction texts.
- **Formulate opinions** backed by text-based evidence.
- **Support reading development** using CKLA.
- **Enhance reading abilities** with Literature Circles tailored to students' instructional levels.
- **Critique, justify, and theorize** in writing across various disciplines.
- **Implement a school-wide writing program** focusing on writing across the curriculum, utilizing graphic organizers, grade-level prompts, and vocabulary development.
- **Develop storytelling, oral language, drama performance, and active listening skills.**
- **Leverage technology** for presentations, projects, and interactive documents.
- **Integrate critical thinking skills** like Bloom's Taxonomy and Webb's Depth of Knowledge into the District's Treasures reading program and supplemental literature.
- **Apply speaking and listening skills** by engaging in collaborative discussions and delivering presentations with effective projection, expression, eye contact, and clear speech.
- **Teach foundational skills** such as print concepts, phonics, word recognition, and fluency to support emergent readers.
- **Incorporate vocabulary development** across the curriculum.
- **Differentiate writing instruction** to meet the needs of all learners, using analysis to identify further scaffolding needs in small group and individual writing workshops.

This approach ensures a dynamic and comprehensive learning experience for all students!

English Language Development

- **Build foundational literacy skills:** Engage students in fun phonics games and word recognition activities. For example, use interactive apps that turn learning phonics into an exciting adventure.

- **Enhance oral language skills:** Develop proficiency in listening and speaking English through engaging activities like storytelling, role-playing, and group discussions. For instance, students can participate in a "story circle" where they share and listen to each other's stories, practicing academic English in a supportive environment.
- **Apply knowledge to the English writing system:** Guide students in applying their understanding of phonics and word recognition to writing. For example, have them create their own short stories or comic strips, reinforcing their grasp of the English writing system.
- **Understand how the English language works:** Help students explore the intricacies of English and apply this knowledge across all subjects. For instance, integrate grammar lessons into science projects, where students write detailed reports using correct sentence structures and vocabulary.

This approach makes learning dynamic and ensures students can apply their skills in real-world contexts!

Mathematics

- **Develop mathematical proficiency:** Encourage students to apply mathematical thinking and computational skills to real-world experiences. For example, have them calculate the total cost of a grocery list or measure ingredients for a recipe.
- **Utilize the Eureka Math program:** Supplement lessons with resources from Marilyn Burns and Marcy Cook to provide a well-rounded math education.
- **Recognize and review relevant information:** Teach students to check their work and ensure accuracy in their calculations. For instance, they can double-check their answers by using different methods to solve the same problem.
- **Identify necessary operations for word problems:** Help students break down word problems to determine which mathematical operations to use. For example, they can practice by solving real-life scenarios like planning a budget for a school event.
- **Use math manipulatives and digital tools:** Strengthen understanding of concepts with hands-on tools like blocks, beads, and digital apps. For instance, use virtual manipulatives to visualize fractions or geometry.
- **Connect math across disciplines:** Show students how math is integrated into subjects like science, art, and history. For example, they can use geometry to create art projects or analyze historical data with statistics.
- **Enhance learning with Number Talks and performance tasks:** Engage students in discussions about different ways to solve problems and use online resources for additional practice. For instance, they can participate in Number Talks to share their problem-solving strategies.
- **Develop skills with tools and technology:** Teach students to use protractors, calculators, computers, rulers, and compasses, along with visual models like number lines, tables, hundreds charts, arrays, and place value charts. For example, they can use a protractor to measure angles in a geometry lesson.

- **Review skills with available online programs:** Provide targeted practice on specific skills using online platforms, allowing students to reinforce their learning at their own pace.

This approach makes math engaging and relevant, helping students see its value in everyday life!

Science

- **Teach science as a cumulative journey:** Build upon prior knowledge and experiences as students' progress through the grade levels. For example, start with basic concepts in early grades and gradually introduce more complex topics, ensuring a solid foundation.
- **Propose and develop experiments:** Encourage students to utilize the scientific method to design and conduct experiments. For instance, they can investigate the effects of sunlight on plant growth by setting up controlled experiments.
- **Engage in hands-on experiments:** Use practical activities to research and test hypotheses. For example, students can create simple circuits to explore electricity or conduct chemical reactions to understand changes in matter.
- **Theorize and explore other subjects as a scientist:** Encourage students to apply scientific thinking to areas like music, art, technology, and theory. For instance, they can analyze the physics of sound in music or the chemistry of pigments in art.
- **Implement the Next Generation Science Standards:** Using an inquiry-based science instructional program to align with the Next Generation Science Standards. For example, students can participate in hands-on investigations that promote critical thinking and problem-solving skills.

This approach makes science engaging and helps students see its connections to the world around them!

History and Social Studies

- **Explore the world:** Help students understand their world by studying communities, cities, states, and countries through the lenses of geography and history. For example, they can create maps of their local community or research the history of their state.
- **Develop big ideas:** Encourage students to find parallels and patterns in time periods and historical events. For instance, they can compare the causes and effects of different revolutions or identify recurring themes in history.
- **Draw conclusions:** Teach students to interpret information to understand cause and effect. For example, they can analyze the impact of historical events on modern society or investigate the reasons behind significant changes in their community.
- **Experience history first-hand:** Engage students in role-playing and interactive units to gain first-hand experiences. For instance, they can reenact historical events or participate in simulations of ancient civilizations.

- **Research personal histories:** Encourage students to explore their own personal histories, heritage, culture, family trees, and traditions through research projects and school-wide events. For example, they can create family trees or present on their cultural traditions during a Heritage Day.
- **Leverage technology:** Use technology to research geography, economics, cultures, traditions, languages, and other societies. For instance, students can use online databases to explore different countries or virtual tours to visit historical sites.
- **Appreciate cultural contributions:** Guide students to appreciate the contributions of different cultures to our society and their impact on our nation. For example, they can study the influence of various cultural groups on American cuisine, music, or holidays.

This approach makes learning about the world engaging and helps students see the connections between their studies and their own lives!

Visual and Performing Arts

- **Integrate dramatic and visual arts across the curriculum:** Bring subjects to life by incorporating drama and visual arts into lessons. For example, students can create historical dioramas in social studies or act out scenes from a novel in English class.
- **Promote an awareness and appreciation of the Arts in everyday life:** Encourage students to see the beauty and importance of the arts around them. For instance, they can analyze the design of everyday objects or explore the role of music in different cultures.
- **Provide showcase opportunities for artistic expression:** Give students the chance to display their talents through school art shows, theater productions, and music recitals. For example, host an annual talent show where students can perform or exhibit their artwork.
- **Use a variety of materials to facilitate personal expression:** Encourage creativity by providing diverse materials like clay, paint, fabric, and digital tools. For instance, students can create multimedia projects that combine traditional art with digital elements.
- **Study and practice different genres across the Arts curriculum:** Expose students to a wide range of artistic styles and techniques. For example, they can study impressionist painting in art class or learn about jazz music in music class.
- **Use the arts to understand cultural contributions:** Help students appreciate the rich contributions of different cultures through the arts. For instance, they can explore traditional dances from around the world or study the influence of African art on modern design.

This approach makes learning vibrant and helps students see the arts as an integral part of their education

Health and Physical Education

- **Learn and apply concepts of good physical, social, and emotional health:** Explore the importance of nutrition and substance abuse awareness through interactive lessons and activities. For example, students can create healthy meal plans or participate in role-playing scenarios to understand the impact of substance abuse.
- **Enhance the concepts of team sports and good sportsmanship:** Foster teamwork and sportsmanship by engaging students in various team sports. For instance, organize friendly competitions where students can practice fair play, cooperation, and respect for others.
- **Prepare for the Presidential Physical Fitness exam:** Motivate students to achieve their best physical fitness levels by preparing for the Presidential Physical Fitness exam. For example, set up training stations where students can practice activities like sit-ups, push-ups, and running.
- **Develop small and large motor skills:** Encourage the development of motor skills through fun and engaging activities. For instance, students can participate in obstacle courses to enhance their coordination and agility or practice fine motor skills with arts and crafts projects.
- **Expand an awareness of safety:** Teach students about safety in various contexts, such as playground safety, internet safety, and emergency preparedness. For example, conduct safety drills and interactive lessons on how to stay safe in different situations.

This approach makes learning about health, fitness, and safety engaging and practical for students!

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.

Transitional Kindergarten (TK) at Wilbur CEA offers a unique early childhood education program that bridges the gap between preschool and traditional Kindergarten. As the first year of a two-year Kindergarten program, TK provides a nurturing environment where young learners can thrive. The instruction is developmentally appropriate, focusing not only on academics but also on the development of language and social-emotional skills through rich, integrated experiences.

At Wilbur CEA, we emphasize the importance of social-emotional development while providing age-appropriate and engaging experiences in language, literacy, math, the arts, science, and social studies. Throughout the year, students work towards the Common Core Kindergarten content standards, building a strong foundation for future learning. Most of the year, they follow the California Preschool Curriculum Framework and the Preschool

Learning Foundation, with all instruction tailored to be age and developmentally appropriate.

This approach ensures that our young learners are well-prepared for the challenges of elementary school, fostering a love for learning and a strong sense of community.

Supporting social-emotional development is a key focus at Wilbur CEA. Here are some ways we nurture these essential skills:

- Creating a Safe and Nurturing Environment:** We ensure that our classrooms are welcoming and supportive, where students feel safe to express themselves and take risks in their learning.
- Building Relationships:** Teachers build strong, positive relationships with students, fostering trust and a sense of belonging. This helps students feel valued and understood.
- Teaching Emotional Literacy:** We incorporate activities that help students recognize and understand their own emotions and those of others. For example, we use storybooks and role-playing to discuss different feelings and appropriate ways to express them.
- Promoting Social Skills:** Through group activities and collaborative projects, students learn important social skills such as sharing, taking turns, and working together. For instance, they might work in pairs to complete a puzzle or participate in a group art project.
- Encouraging Empathy and Compassion:** We teach students to be empathetic and compassionate towards others. Activities like "buddy reading" with younger students or community service projects help them practice these skills.
- Implementing Mindfulness Practices:** We incorporate mindfulness activities, such as deep breathing exercises and guided relaxation, to help students manage stress and develop self-regulation skills.
- Providing Opportunities for Reflection:** We give students time to reflect on their experiences and feelings. For example, they might keep a journal where they write about their day and how they felt during different activities.
- Modeling Positive Behavior:** Teachers and staff model positive social-emotional behaviors, demonstrating how to handle conflicts, show kindness, and communicate effectively.

By integrating these practices into our daily routines, we help students develop the social-emotional skills they need to succeed both in school and in life.

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.

Wilbur CEA will follow the Traditional Academic calendar set forth by the Los Angeles Unified School District, utilizing in each classroom a morning block scheduling for Language Arts, Math, and English Language Development, with the last portion of the day for social studies, science, physical education and ELA Intervention Programs activities. Below are the schedules for regular, banked day, minimum day, and sample grade level schedules.


Los Angeles Unified School District
Board Approved
6/20/2023
INSTRUCTIONAL SCHOOL CALENDAR 2024-2025

JULY					AUGUST					SEPTEMBER				
MO	TU	WE	TH	FR	MO	TU	WE	TH	FR	MO	TU	WE	TH	FR
1	2	3	4	5	5	6	7	8	9	2	3	4	5	6
8	9	10	11	12	12	13	14	15	16	9	10	11	12	13
15	16	17	18	19	19	20	21	22	23	16	17	18	19	20
22	23	24	25	26	26	27	28	29	30	23	24	25	26	27
29	30	31								30				

OCTOBER					NOVEMBER					DECEMBER				
MO	TU	WE	TH	FR	MO	TU	WE	TH	FR	MO	TU	WE	TH	FR
1	2	3	4	5	4	5	6	7	8	9	10	11	12	13
7	8	9	10	11	11	12	13	14	15	16	17	18	19	20
14	15	16	17	18	18	19	20	21	22	23	24	25	26	27
21	22	23	24	25	25	26	27	28	29	30	31			
28	29	30	31											

JANUARY					FEBRUARY					MARCH				
MO	TU	WE	TH	FR	MO	TU	WE	TH	FR	MO	TU	WE	TH	FR
6	7	8	9	10	3	4	5	6	7	3	4	5	6	7
13	14	15	16	17	10	11	12	13	14	10	11	12	13	14
20	21	22	23	24	17	18	19	20	21	17	18	19	20	21
27	28	29	30	31	24	25	26	27	28	24	25	26	27	28

APRIL					MAY					JUNE				
MO	TU	WE	TH	FR	MO	TU	WE	TH	FR	MO	TU	WE	TH	FR
7	8	9	10	11	5	6	7	8	9	2	3	4	5	6
14	15	16	17	18	12	13	14	15	16	9	10	11	12	13
21	22	23	24	25	19	20	21	22	23	16	17	18	19	20
28	29	30			26	27	28	29	30	23	24	25	26	27

07/04/24 Independence Day	01/20/25 Dr. Martin L. King Jr. Birthday
08/12/24 First Day of Instruction	02/17/25 Presidents' Day
08/30/24 Admission Day	03/31/25 Cesar E. Chavez Birthday
09/02/24 Labor Day	04/14 - 04/18/25 Spring Break
11/11/24 Veterans Day	04/24/25 Armenian Genocide Remembrance Day
11/28 - 11/29/24 Thanksgiving Holiday	05/26/25 Memorial Day
12/16/24 - 12/18/24 Optional Winter Recess Academy	06/10/25 Last Day of Instruction
12/16/24 - 01/03/25 Winter Break	06/19/25 Juneteenth Holiday
01/06/25 Second Semester Begins	

LEGEND:

- First Day/Last Day of Instruction
- Legal/Local Holidays
- Optional Winter Recess Academy
- School Recess
- Unassigned Day (no school)
- Optional Employee Preparation Day
- Second Semester Begins
- Instructional Days

Instructional Days

Fall Semester	81
Spring Semester	102
Total	183

Holidays and Breaks

First Day of School: August 12, 2024
 Admissions Day School Closed: August 30, 2024
 Labor Day School Closed: September 2, 2024
 Unassigned Day School Closed: October 3, 2024
 Veterans Day School Closed: November 11, 2024
 Parent Conferences- Minimum Days: November 13, 14, 15, 2024
 Minimum Day: November 22, 2024
 Thanksgiving Holiday: November 25, 26, 27, 28, 29, 2024
 Minimum Day: December 13, 2024
 Winter Recess: December 16, 2024 thru January 3, 2025
 Second Semester Begins: January 6, 2024
 Dr. Martin Luther King, Jr. Day Observed: January 20, 2025
 Presidents' Day Observed: February 17, 2025
 Caesar E. Chavez Observed: March 31, 2025
 Minimum Day: April 11, 2025
 Spring Recess: April 14 thru 18, 2025
 Armenian Genocide Remembrance Day: April 24, 2025
 Minimum Day: May 23, 2025
 Memorial Day Closed: May 26, 2025
 Minimum Day: June 5, 2025
 Minimum Day: June 6, 2025
 Minimum Day: June 9, 2025
 Last Day of Instruction: June 10, 2025

DAILY BELL SCHEDULE

Regular Instructional Days: Monday, Wednesday, Thursday, Friday

	Start of Day	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Instructional Minutes
All Day Kindergarten/TK	8:06	9:45	10:05	11:30	12:10	2:29	323
Grades 1, 2	8:06	9:45	10:05	11:50	12:30	2:29	323
Grades 3, 4, 5	8:06	10:10	10:30	12:10	12:50	2:29	323

Professional Development Banked Day: Tuesday

	Start of Day	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes
All Day Kindergarten/TK	8:06	9:45	10:05	11:30	12:10	1:29	263
Grades 1, 2	8:06	9:45	10:05	11:50	12:30	1:29	263
Grades 3, 4, 5	8:06	10:10	10:30	12:10	12:50	1:29	263

Minimum Days

	Start of Day	Start of Brunch	End of Brunch	Dismissal	Actual Minutes
All Day Kindergarten//TK	8:06	10:30	10:50	12:54	253
Grades 1, 2	8:06	10:30	10:50	12:54	253
Grades 3, 4, 5	8:06	10:30	10:50	12:54	253

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	134	323	39	263	10	253			183	36000	56069	20069
1	Yes	134	323	39	263	10	253			183	50400	56069	5669
2	Yes	134	323	39	263	10	253			183	50400	56069	5669
3	Yes	134	323	39	263	10	253			183	50400	56069	5669
4	Yes	134	323	39	263	10	253			183	54000	56069	2069
5	Yes	134	323	39	263	10	253			183	54000	56069	2069
6	No	N/A		N/A		N/A				0	54000	0	-54000
7	No	N/A		N/A		N/A				0	54000	0	-54000
8	No	N/A		N/A		N/A				0	54000	0	-54000
9	No	N/A		N/A		N/A				0	64800	0	-64800
10	No	N/A		N/A		N/A				0	64800	0	-64800
11	No	N/A		N/A		N/A				0	64800	0	-64800
12	No	N/A		N/A		N/A				0	64800	0	-64800

The following is a comprehensive set of sample schedules for each grade level:

Preschool – PAL (Pre-School for All Learners)

	Monday	Tuesday	Wednesday	Thursday	Friday	Banked Day	Minimum Day
8:06-8:45	Opening Circle						
8:45-10:00	Free Choice/Outdoor or Learning						
10:00-11:45	Music/Rotations & Outdoor Learning						
11:45-12:10	Lunch						
12:10-12:36	Story Time/Closing/Dismissal						

TK - Kindergarten

	Monday	Tuesday	Wednesday	Thursday	Friday	Banked Day	Minimum Day
8:06 - 9:00	ELA, including ELD	ELA, including ELD	ELA, including ELD				
9:00 - 9:50	Treasures (oral language/ phonics)	Treasures (oral language/ phonics)	Treasures (oral language/ phonics)				
9:50 - 10:10	Recess	Recess	Recess	Recess	Recess	Recess	Recess
10:10 - 10:40	Writing	Writing	Writing	Writing	Writing	Writing	Writing
10:40-11:05	Social Studies & Science	Social Studies & Science	Social Studies & Science				
11:05 - 11:30	Health	Health	Health	Health	Health	Health	Health
11:30 - 12:10	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:10-12:30	Story Time/Read Aloud	Story Time/Read Aloud	Story Time/Read Aloud				
12:30-1:30	Math	Math	Math	Math	Math	Math	Math
1:30-2:10	Art, Music, Computer Lab, Theater, Dance, Library	Art, Music, Computer Lab, Theater, Dance	Art, Music, Computer Lab, Theater, Dance				
2:10-2:25	PE	PE	PE	PE	PE	PE	PE
2:29	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal @ 1:29 PM	Dismissal @ 12:45 PM

1st Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Banked Day	Minimum Day
8:06-9:45	Treasures ELA						
9:45-10:05	Recess						
10:05-11:50	Writing, ELD, Vocabulary, Social Studies & Science	Writing, ELD, Vocabulary, Social					
11:50-12:30	Lunch						
12:30-12:50	Story Time/DEAR						
12:50-2:00	Math						
2:00-2:29	PE/Dismissal	PE/Dismissal	PE/Dismissal	PE/Dismissal	PE/Dismissal	PE/Dismissal @ 1:29 PM	PE/Dismissal @ 12:45 PM
	Art, Music, Computer Lab, Theater, Dance, Library Weekly	Art, Music, Computer Lab, Theater, Dance, Library Weekly	Art, Music, Computer Lab, Theater, Dance, Library Weekly	Art, Music, Computer Lab, Theater, Dance, Library Weekly	Art, Music, Computer Lab, Theater, Dance, Library Weekly	Art, Music, Computer Lab, Theater, Dance, Library Weekly	Art, Music, Computer Lab, Theater, Dance, Library Weekly

2nd Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Banked Day	Minimum Day
8:06-8:20	Daily Oral Language/Morning Business						
8:20-9:45	Treasures Language Arts & ELD						
9:45-10:05	Recess						
10:05-11:00	Math						
11:00-11:50	Treasures Writing						
11:50-12:30	Lunch						
12:30-12:50	DEAR						
12:50-1:30	Social Studies & Science						
1:30-2:15	Health, PE, Art, Music, Computer Lab, Library Weekly	Health, PE, Art, Music, Computer Lab, Library Weekly	Health, PE, Art, Music, Computer Lab, Library Weekly	Health, PE, Art, Music, Computer Lab, Library Weekly	Health, PE, Art, Music, Computer Lab, Library Weekly	Health, PE, Art, Music, Computer Lab, Library Weekly	Health, PE, Art, Music, Computer Lab, Library Weekly
2:15-2:29	Daily Wrap-Up/Dismissal	Daily Wrap-Up/Dismissal @ 1:29 PM	Daily Wrap-Up/Dismissal @ 12:45 PM				

3rd Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Banked Day	Minimum Day
8:06-10:10	ELA & ELD						
10:10-10:30	Recess						
10:30-11:20	Writing						
11:20-12:10	Math						
12:10-12:50	Lunch						
12:50-1:10	DEAR						
1:10-1:50	Health, Social Studies & Science						
1:50-2:20	PE, Art, Music, Computer Lab, Library Weekly						
2:20-2:29	Wrap-up/Dismissal	Wrap-up/Dismissal	Wrap-up/Dismissal	Wrap-up/Dismissal	Wrap-up/Dismissal	Wrap-up/Dismissal @ 1:29 PM	Wrap-up/Dismissal @ 12:45 PM

4th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Banked Day	Minimum Day
8:06-8:20	Morning Business	Morning Business	Morning Business	Morning Business	Morning Business	Morning Business	Morning Business
8:20-10:10	Math/Math Groups	Math/Math Groups	Math/Math Groups	Math/Math Groups	Math/Math Groups	Math/Math Groups	Math/Math Groups
10:10-10:30	Recess	Recess	Recess	Recess	Recess	Recess	Recess
10:30-12:10	Language Arts/Writing/ELD	Language Arts/Writing/ELD	Language Arts/Writing/ELD	Language Arts/Writing/ELD	Language Arts/Writing/ELD	Language Arts/Writing/ELD	Language Arts/Writing/ELD
12:10-12:50	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:50-1:10	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR
1:10-2:00	Rotations: Science/Social Studies/Literature Circles	Writing and Math Extensions	Rotations: Science/Social Studies/Literature Circles	Writing and Math Extensions	Rotations: Science/Social Studies/Literature Circles	Writing and Math Extensions	Rotations: Science/Social Studies/Literature Circles
2:00-2:29	PE/Dismissal	PE/Dismissal	PE/Dismissal	PE/Dismissal	PE/Dismissal	PE/Dismissal @ 1:29 PM	PE/Dismissal @ 12:45 PM

5th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Banked Day	Minimum Day
8:06-8:30	PE	PE	PE	PE	PE	PE	PE
8:30-9:10	Language Arts/ELD	Reading/ELD	Health	ELA Centers/ELD	Language Arts/ELD	Language Arts/ELD	Language Arts/ELD
9:10-10:10	Language Arts/ELD	Language Arts/ELD	Language Arts/ELD	Language Arts/ELD	Language Arts/ELD	Language Arts/ELD	Language Arts/ELD
10:10-10:30	Recess	Recess	Recess	Recess	Recess	Recess	Recess
10:30-11:30	Math	Math	Literature Circles	Math	Computer Lab	Math	Math
11:30-12:10	Writing	Writing	Writing	Music	Writing	Writing	Writing
12:10-12:50	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:50-2:00	Rotations: Social Studies, Science & Study Skills	Rotations: Social Studies, Science & Study Skills	Rotations: Social Studies, Science Study Skills, & Art	Rotations: Social Studies, Science & Study Skills			
2:00-2:29	DEAR, Homework & Dismissal	DEAR, Homework & Dismissal	DEAR, Homework & Dismissal	DEAR, Homework & Dismissal	DEAR, Homework & Dismissal	DEAR, Homework & Dismissal @ 1:29 PM	DEAR, Homework & Dismissal @ 12:45 PM

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.

At Wilbur CEA, professional development isn't just a checkbox—it's the heartbeat of our school's continuous improvement. Rooted in District policies and procedures, our professional development (PD) is crafted to amplify the educational experience for both students and teachers.

We kickstart each school year with comprehensive surveys to capture the evolving needs of our students and staff. These insights are then funneled to our Instructional Leadership Team (ILT) to shape targeted PD sessions that truly make an impact.

Our teaching staff takes the reins in designing, approving, and scheduling our professional development program, ensuring it aligns with our unique educational goals. We are proud to participate in both site-level and district-wide PD activities every Tuesday.

Our Curriculum, Data, and Assessment Committee meets regularly to dissect data and steer our PD topics. This collaborative approach ensures we're always on track to meet the ambitious goals outlined in our charter petition.

Wilbur CEA enjoys full autonomy in selecting PD programs that cater to our specific needs. Topics range from technology training and differentiation strategies to ELD support, grade-level articulation, and the latest educational standards.

When it comes to district-mandated PD for newly adopted curriculum, the district steps up to fund these essential training sessions, mirroring their support for other district schools. We ensure all district and state-mandated PD is meticulously scheduled to meet compliance requirements with LAUSD and California state regulations.

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*.

Wilbur Charter for Enriched Academics continues to work with English Learners (Emergent Bilinguals) to ensure that they meet or exceed English language proficiency and grade level standards comparable to their fluent English proficient peers. The Principal and EB Designee work closely with teachers and families to ensure the District's English Learner

Master Plan is being followed and accountabilities are met. They also ensure teachers receive support in meeting the goals of each student. There is open communication with parents through our monthly ELAC meetings. Topics include ELPAC testing, CAASPP SBAC testing, Common Core State Standards, California State ELD Standards, program elements, and reclassification. Wilbur Charter provides English Learners with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners are: (1) based on sound educational theory, (2) adequately supported with trained teachers and appropriate materials and resources, and (3) periodically evaluated to make sure the program is successful and modified when needed.

Wilbur Charter follows the Los Angeles Unified School District's Master Plan for the education of our English Learners to provide opportunities for non-English speaking students to become fluent and literate in English. The EL coordinator works closely with teachers to plan and implement meaningful EL lessons. Teachers incorporate many resources and strategies in their daily EL lessons. Specific instructional strategies used include SDAIE techniques including use of realia, total physical response, think pair share, scaffolding, reciprocal teaching, and thinking maps. Teachers also use EL lessons from the CKLA reading series including visual vocabulary cards and providing sentence frames for students to follow. Teachers utilize small group instruction to focus on specific needs of students. Students refine their speaking and listening skills by following teacher prepared conversation guides. Wilbur Charter's goals for our English Learners are to move students up by at least one English Learner Progress Indicator (ELPI) level, while maintaining a positive self-image toward their own cultural background. Multi-lingual students are encouraged to participate in annual Bi-literacy Award challenges.

To identify potential English Learners, Wilbur Charter will include the home language survey as part of the enrollment forms upon a student's initial enrollment into our school. All students who indicate that their home language is other than English will take the Initial English Language Proficiency Assessments for California (ELPAC). The results of this test will determine if they are EL or not. The Summative ELPAC will be given annually to all designated Emergent Bilingual (EBs) until re-designated as fluent English proficient.

Wilbur Charter follows The Los Angeles Unified School District's Master Plan for the education of our English Learners to provide opportunities for non-English speaking students to become fluent and literate in English. Since we only have a few EL students in each grade level they are clustered together within each grade. The classroom teacher provides designated EL instruction within the classroom, to meet the daily guidelines of 60 minutes for levels 1-3 and 45 minutes for level 4. Wilbur Charter follows the ELD guidelines of providing English Learner students with a high-quality program that will enable them to become proficient in English and to develop skills and confidence in reading, writing, speaking, and listening. EL instruction is based on the results of the ELPAC, DIBELS, iReady and classroom performance.

Students are identified as either Emerging, Expanding, and Bridging and then taught each area of ELD standards, which include Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Based on the student's level of

communication: Collaborative, Interpretive, or Productive, they create lessons to meet the needs of the students. Teachers incorporate into their lessons many opportunities to engage in dialogue with others by exchanging information and ideas and offering opinions on both fictional and nonfictional topics. They read stories aloud as EL students actively listen and answer questions about what was read and read closely to explain ideas from the readings. Teachers utilize small group instruction to focus on specific needs of students. Students refine their speaking and listening skills by following teacher prepared conversation guides. The ELD standards are used along with CA CCSS to provide a comprehensive program for our EL students.

Struggling EL students will be identified by the annual ELPAC results, DIBELS, Smarter Balance Assessments, i-Ready assessments and classwork and will be provided with targeted instruction in identified areas of difficulty. Potential Long-Term English Learners (P-LTEL) will be identified by the number of years they have been in the EL program and teachers along with the EB Designee will analyze the above-mentioned tools and determine specific strategies to use to help them achieve proficiency in English.

All EB students work with the TSP Advisor (who serves as the Emergent Bilingual Designee) to prepare for the summative ELPAC exam. Students work in small groups at their grade levels to focus on areas of specific need: reading, writing, listening, and speaking.

The EB designee assures that all Emergent Bilingual students:

- (Potentially identified as English Learners based on Home Language Survey responses) are given the initial ELPAC.
- Have regular progress monitoring of their annual summative ELPAC results, grades, and State Testing (Grades 3-5) or DIBELS (Grades K-2) results.
- Are assessed with the summative ELPAC.
- Work with the EB Designee to develop personal goals and strategies to promote their reclassification.
- Continue to be monitored for 5 years after they have reclassified (RFEPs).
- Are in classrooms where minimum daily EL instructional minutes requirements were met.
- Are active participants in both Designated and Integrated ELD lessons in their classrooms.

The teachers will work with the Principal and EL coordinator to reclassify EL students based on LAUSD Reclassification Criteria. All students have 4 criteria that must be met:

1. ELPAC Overall Summative ELPAC Performance Level 4 or Alternate ELPAC Performance Level 3

2. Teacher Evaluation English Language Arts composite score of 3 or 4

3. Grade-Level Basic Skills Assessment:

- DIBELS 8 scores of Benchmark or Above Benchmark in all DIBELS 8 grade-level assessed measures (Grades K-2) OR
- i-Ready Reading Diagnostic score of An Overall Approaching Grade Level Performance Level or Higher (Grades 3-5) OR
- ELA SBA (grade 3-8, 11) score of Standard Met or Standard Exceeded

4. Parent Consultation

We have been able to continue to minimize the number of students who remain long term English Learners. Our goal for English Learners that are identified in Kindergarten continues to be reclassification by the end of second grade or the beginning of third grade. Data shows that our work with our ELD learners has been effective.

These charts show our increased re-classification rates over the last three years, performance trends on the ELPAC, and ELPI annual growth data.

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Level 1	Level 2	Level 3	Level 4
District: Los Angeles Unif...	KG	2018-19	Overall	16166		1442 ± 1	11%	28%	34%	26%
	1	2019-20	Overall	3787		1453 ± 1	21%	27%	36%	14%
	2	2020-21	Overall	9642		1462 ± 1	18%	33%	37%	10%
	3	2021-22	Overall	8906		1479 ± 1	20%	35%	34%	9%
	4	2022-23	Overall	6539		1501 ± 1	19%	25%	36%	17%
School: Wilbur Charter F...	KG	2018-19	Overall	5		1486 ± 51	0%	20%	40%	40%
	1	2019-20	Overall	1		1437	0%	100%	0%	0%
	2	2020-21	Overall	8		1526 ± 15	0%	12%	50%	37%
	3	2021-22	Overall	4		1487 ± 13	0%	50%	50%	0%
	4	2022-23	Overall	2		1570 ± 46	0%	0%	50%	50%

ELPAC data compared to the district 2018-24

Source: CERS Resources

To view the graph for only some groups, select the name(s) in the legend.

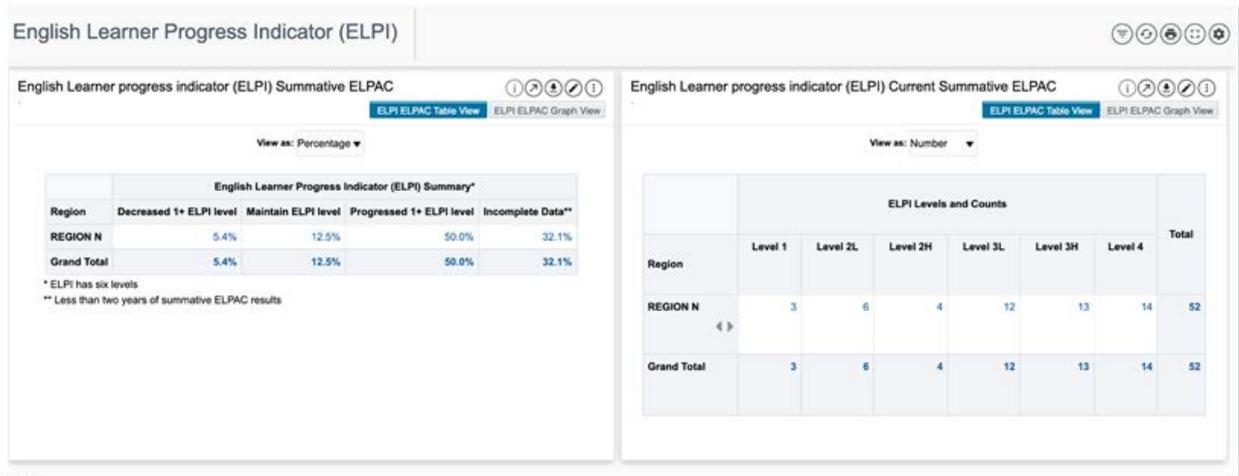


ELPAC data compared to the district Resources

Source: CERS

ELPAC_scores_(1)_ELPAC_view

Organization	Organization Natural Id	Assessment Grade	Academic Year	Subgroup	Students Tested	Average Scale Score	Level 1	Level 2	Level 3	Level 4
Los Angeles Unified School District	19647330000000	KG	2018-19	Overall	16166	1442 ± 1	11%	28%	34%	26%
Los Angeles Unified School District	19647330000000	1	2019-20	Overall	3787	1453 ± 1	21%	27%	36%	14%
Los Angeles Unified School District	19647330000000	2	2020-21	Overall	9642	1462 ± 1	18%	33%	37%	10%
Los Angeles Unified School District	19647330000000	3	2021-22	Overall	8906	1479 ± 1	20%	35%	34%	9%
Los Angeles Unified School District	19647330000000	4	2022-23	Overall	8539	1501 ± 1	19%	25%	36%	17%
Los Angeles Unified School District	19647330000000	5	2023-24	Overall	6804	1512 ± 1	23%	22%	30%	23%
Wilbur Charter For Enriched Academics	19647336019954	KG	2018-19	Overall	5	1486 ± 31	0%	20%	40%	40%
Wilbur Charter For Enriched Academics	19647336019954	1	2019-20	Overall	1	1437	0%	100%	0%	0%
Wilbur Charter For Enriched Academics	19647336019954	2	2020-21	Overall	8	1526 ± 15	0%	12%	50%	37%
Wilbur Charter For Enriched Academics	19647336019954	3	2021-22	Overall	4	1487 ± 13	0%	50%	50%	0%
Wilbur Charter For Enriched Academics	19647336019954	4	2022-23	Overall	2	1570 ± 46	0%	0%	50%	50%



Source: FOCUS Reporting 2024

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.

Wilbur Charter School for Enriched Academics 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.

Potential GATE students will be identified through teacher or parent referral, OLSAT and SBAC results, and by student portfolio. Wilbur adopts the strategy that all students, and especially GATE students, benefit from a curriculum that follows the tenets of depth, complexity, novelty, and acceleration. Students are expected to uncover more details and new knowledge related to a study topic that builds depth. Students find connections between subjects which adds complexity to a topic. Novelty is shown when students express knowledge in personal, unique ways. Acceleration is built by providing students with coursework that allows them to examine concepts around conflict, change, and questioning. Our school has a philosophy that gifted students will work at an appropriate pace, commiserate with their ability, pursue their studies with greater depth and complexity, and demonstrate their understanding of concepts through creative assignments. Throughout the grade levels, students complete a variety of projects that are based on these components. In addition, we address the needs of our high achieving population by incorporating experiential learning and differentiated planning into daily instruction. Student progress is monitored three times a year through analyzation of work samples and periodic assessments.

The intention for Wilbur CEA GATE learners (and high achievers) is to become effective problem solvers adept at ferreting out factual, relevant information and data analysis for use in real world situations.

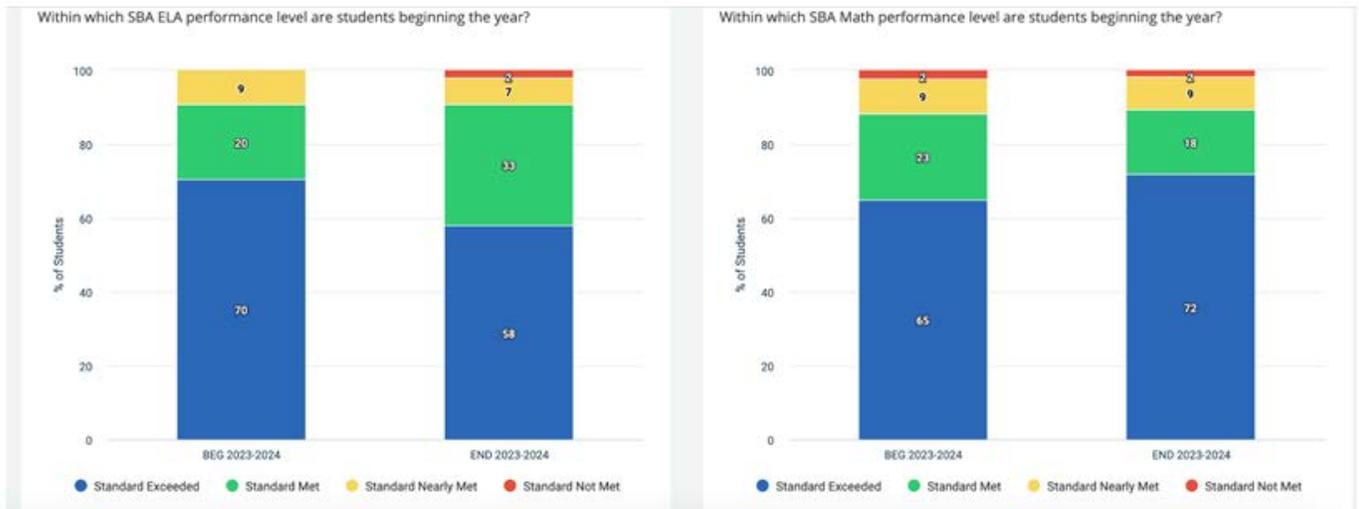
3rd grade--Native American legends are brought to life via Reader's Theater by the students. Presentations include student created sets and costumes. Families are invited to tour the various classrooms on the day of the performances to learn about origin stories of the indigenous people.

4th grade--A California Gold Rush mining town is the focus of a simulation activity. Students demonstrate what they've learned about this period in state history. Students choose between pivotal community members of the time period: prospector, immigrant, railroad worker, business owner, etc. They create a biography for that person based on research they've done about the time period. These memoirs are then shared at a special event for families to hear.

5th grade--Students study people who they believe have made significant contributions to the world. They "become" these people and portray them, in full costume with coordinated props, at an event they call "The Living Wax Museum." Students prepare two minute, first person biographical speeches that they recite, at the request of spectators, at the event. Students remain "in character" for the duration of the event, at times, mingling amongst the guests engaging them in conversations.

All of the above activities are done with the guidance of our talented instructors who are well versed in a variety of pedagogy tools-use of technology, utilizing all modalities of learning, and fostering appreciation of all cultures, to promote the success and well-being of Wilbur students.

Additionally, students have the opportunity to participate in an optional afterschool enrichment program. Third and fourth grade students are working in a coding course. Fifth grade students are enrolled in a robotics unit that will ultimately compete with other schools in our region.



SBAC performance levels of GATE students 2023-24

Source: Whole Child

Students Achieving Below Grade Level

Students achieving below grade level are identified using classroom assessments, anecdotal records/classroom observations, as well as District and State standardized assessments. Wilbur CEA will utilize standardized summative and formative assessments which include but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3rd -5th, (yearly), ELPAC (yearly), DIBELS Reading Assessments (3 times a year), i-Ready assessment data, quarterly grades and teacher observation. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers. Once identified, students not achieving grade-level standards may be referred to our SSPT Team for additional support. These students are flagged for intervention services with the TSP Advisor. Some students receive Tier 3 intervention for a pre-determined amount of time and are re-evaluated at the end of the intervention period. It can then be determined if the student would benefit from additional assessment or just needed targeted one: one instruction for a limited time. Other students may participate in Tier 2 intervention with peers that require remediation for similar areas of need. Wilbur CEA provides these students with several interventions throughout the year, based on teacher recommendation.

Daily Classroom Support: In Language Arts and Math, teachers provide individualized or small group instruction (including heterogenous grouping) focusing on areas of need in order for each student to meet grade level benchmarks. In addition, classroom assistants provide additional practice and reinforcement. Upon discretion of the teacher, accommodations can be made for student success. Well-stocked classroom libraries provide books across genres and levels to engage students in independent reading. Students utilize i-Ready to complete tailored lessons and activities that cater to their specific strengths and weaknesses.

Intervention Program: The TSP Advisor runs an intervention program for students needing reading support. The program is designed to increase student ability in language arts and focuses on Phonological Manipulation (Orton Gillingham reading instruction). Students work individually with the instructor or in small groups on reading fluency, comprehension, or writing.

Afterschool Tutoring: We have utilized a number of tutoring modalities to work with students in need of academic support over the past years. Starting in 2022 we began using an online platform for tutoring called Cognition. Students utilized digital technology to improve their reading and math skills. Students in grades K-5, met three days per week for a total of 1 ½ hours. This continued through the 2023-24 school year. Beginning in 2024, our afterschool tutoring program is based on a school local plan. Based on academic need, this year the school is focused on working with 2nd grade students. Students meet two days a week for a total of 2 hours. Instructors meet with small groups of students based on their academic needs in the areas of reading and math.

Socioeconomically Disadvantaged

Wilbur CEA takes an interest in the achievement of every student. Socioeconomically disadvantaged students are identified through the poverty indicator and free or reduced lunch program. Although this group of students is not identified to teachers, the Administrator continues to monitor progress by assessment data or teacher referral. All students are assessed multiple times a year, and data from these different assessments is collected and studied by teachers independently and at bi-weekly or monthly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers. Once identified, students not achieving grade-level standards may be referred to our SSPT Team for additional support or referred to our Intervention Teacher for interventions and are closely monitored. Wilbur CEA provides these students with several interventions throughout the year, based on teacher recommendation. Interventions include pull-out services by our Intervention teacher, after-school tutoring, or referral to SSPT, if necessary.

Wilbur CEA provides a multitude of ELA Intervention Programs opportunities to broaden the experience of the Socio Economically Disadvantaged Students through exposure to the arts, field trips, and through afterschool ELA Intervention Programs. Our community offers additional support and assistance to identified families through our Booster Club, "Friends of Wilbur." In the last two years for which we have CST data, Wilbur CEA has shown a positive trend in achievement by students who are socio-economically disadvantaged. On last year's Smarter Balanced Assessments, socio-economically disadvantaged students scored lower than our students overall: 20% of these students met or exceeded ELA standards, compared to 28% of our students overall, and 20% in math, compared to 32% in math. We continue to close the gap between these subgroups of students as we work to bring all students to higher academic success.

Socially Disadvantaged Student SBAC Scores

Score	ELA 2022-2023	ELA 2023-24	Math 2022-2023	Math 2023-2024
Standard Not Met	23 students	20 students	20 students	21 students
Standard Nearly Met	25 students	24 students	28 students	28 students
Standard Met	29 students	34 students	38 students	24 students
Standard Exceeded	23 students	21 students	14 students	27 students

Source: Whole Child data

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

Homeless Youth

At Wilbur CEA, we support homeless youth by addressing their educational and social-emotional needs to foster academic success and student achievement. These students are identified through enrollment paperwork and district questionnaires. Our School Administrator ensures they have equal access to all school curricula, ELA/Math Intervention Programs, meal programs, and other services such as tutoring, counseling, and support from the FOW Booster Club for school supplies and transportation. The School Administrator oversees the Homeless Education Program, providing advocacy and referral services to assist families in transition.

Foster Youth

At Wilbur CEA, we are dedicated to fostering the academic success and personal growth of our Foster Youth. Our School Administrator, designated as the Foster Youth Achievement contact, plays a pivotal role in this mission. By providing tailored counseling, tutoring, and essential school supports, we aim to significantly enhance the educational outcomes for youth in foster care. Our commitment extends beyond the classroom. Collaborating closely with community agencies like the Department of Children and Family Services, social workers, and district personnel, we ensure that every Foster Youth receives the comprehensive support they need to thrive. Together, we are building a brighter future for our Foster Youth, one achievement at a time.

“A TYPICAL DAY”

As you approach the front gates of Wilbur Charter for Enriched Academics, our stylish electronic marquee proudly announces upcoming events. The front of the auditorium showcases vibrant tile artwork created by students and teachers. Upon entering the school grounds, visitors are greeted by a beautifully maintained campus and a welcoming environment. Walkways are adorned with family-sponsored pencil and crayon poles, and colorful murals throughout the campus depict school and community history, healthy choices, and inspirational messages.

The expansive, tree-lined playground features a large grassy area, a modern basketball court, and a state-of-the-art apparatus area, all available to students during recess, lunch, and after school. The outdoor garden classroom, with its cozy built-in benches circling a shaded area, invites students to enjoy a book from the free library.

Throughout the day, the campus buzzes with activity. You might see assemblies, small group reading sessions, science experiments, physical education, art projects, or gardening. Students conduct research in the well-stocked library, paint in the art room, create PowerPoint presentations on their Chromebooks, participate in lessons on interactive whiteboards in classrooms, perform dance or theater productions in the auditorium, or sing in the music room. Community members and parent volunteers are a

constant presence, attending meetings in the parent center or offering assistance and support to students and staff.

In our preschool classes, students engage in circle time and hands-on activities in small groups. They also interact with fourth grade “peer play pals” to develop socialization and verbal skills. Adjoining classroom doors between transitional kindergarten and preschool classrooms are opened to encourage collaborative play, fostering social skills and community awareness. Transitional kindergarten students work towards state preschool standards in small groups, focusing on English Language Arts, English Language Development, Math, and guided play. Kindergarten classes use role play to act out common core stories, aiding comprehension. Whole group and small group rotations engage students in learning opportunities across the curriculum. Cross-curricular activities, such as the annual “car show,” teach students about transportation and community while integrating science, language arts, and math. Community members are invited to student presentations.

In first grade, students collaborate with Portola Middle School students to perform a geography play in advanced drama. They rotate through 100th-day activities to reinforce place value and number sense, with parents present to lend a helping hand.

Second-grade students begin the year by researching their ancestry, interviewing relatives, constructing family trees, and collecting artifacts. This unit culminates in an ancestor fair, where family members sample ethnic dishes and listen to presentations given by students in traditional attire.

Third-grade classes participate in a “walk through history,” where students research historical figures and give presentations dressed as those figures. Students practice their recorders in preparation for performances throughout the school year.

Fourth-grade students transition into larger classes with a focus on cooperative learning. They share problem-solving strategies in small groups and reconvene for “number talks.” Students use Google Classroom and other platforms to enhance the technological components of the curriculum.

Fifth-grade students incorporate technology into all aspects of the curriculum. They view assignments on Schoology and complete them on their Chromebooks, create Excel spreadsheets, and produce math videos to share with younger students, reinforcing number facts in conjunction with a school-wide math carnival.

In Wilbur CES’s resource room, students work towards meeting the goals of their individual IEPs. Lower grade students engage in math and language arts activities using manipulatives, while upper grade students create “The Dolphin Press” school newspaper.

Our Intervention Coordinator works with students in small groups during the school day to address grade-level Common Core standards in language arts and math. Our Emerging Bilingual Coordinator works with small groups of English Learner students who are

potentially ready to reclassify, using components of DIBELS, iReady, and Amplify. In all classrooms, GATE students work on group projects by grade level.

The school day doesn't end with the dismissal bell. Wilbur CEA offers after-school tutoring programs for academic intervention and English language acquisition. Students participate in ELA Intervention Programs and classes such as cooking, Legos, Hebrew, scouting, robotics, play production, chess, and cheerleading. Our youth services program provides after-school homework supervision, playground activities, and intramural sports. Children enrolled in our extended day care program receive homework help, create arts and crafts projects, and enjoy physical activity outside.

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.

Wilbur CEA: Aligning Student Outcomes with Educational Goals

Wilbur CEA is dedicated to aligning student outcomes with the educational goals, specific actions, and measurable outcomes outlined in The Local Control Accountability Plan (LCAP) as detailed in Element One. Here are our annual goals for all students and each subgroup, addressing the eight state priorities:

1) Basic Services

Every student will receive instruction from teachers with the appropriate California teaching credentials and have access to instructional materials aligned with the Common Core State Standards (CCSS).

2) Implementation of Common Core State Standards

Our teachers will collaborate with school leadership to develop and revise pacing plans, ensuring the effective implementation of CCSS for all students.

3) Parent Involvement

We aim to increase the number of parents completing the school experience survey and provide ample opportunities for involvement in school-based decision-making processes. Additionally, we offer training and workshops for parents on academic and social-emotional wellness initiatives and programs.

4) Student Achievement

Wilbur CEA is committed to increasing the number of students achieving proficiency and above, as measured by the CAASPP and SBAC English Language Arts and Mathematics annual assessments. We also strive to increase the number of English Learners reclassifying as Reclassified Fluent English Proficient. Our support includes professional development for staff and parents, limited contract teacher support, after-school tutoring, and additional tools and strategies such as iReady, IXL, and Benchmark EL lessons for English Learners.

5) Student Engagement

We aim to annually increase our school-wide attendance rate to 96% or higher while reducing chronic absenteeism. This will be achieved by maintaining attendance incentives, providing attendance information to parents and caregivers, and contacting families of chronically absent children to offer support.

6) School Climate

Our goal is to maintain a 0% suspension and expulsion rate by promoting positive behavior support and fostering strong partnerships between home and school.

7) Broad Course of Study

Wilbur CEA will offer core subjects such as English Language Arts, Mathematics, History, Social Studies, and Science, along with a comprehensive and broad enrichment program for all students.

8) Other Priorities

Our students will have access to and continue to advance in the areas of the arts, science, health, and technology.

Our Vision for Student Outcomes

At Wilbur CEA, we believe that all students deserve access to a broad course of study that includes 21st Century competencies such as collaboration, communication, and critical and creative thinking across all subject areas. Our curriculum features an integrated, inquiry-based TK-5 program aligned with Common Core State Standards (CA CCSS) for ELA and Math, California ELD Standards, FOSS and Next Generation Science Standards, and California State Standards for Social Studies. Cross-curricular, hands-on, project-based enrichment and curriculum meet or exceed State Standards for Music, Art, Physical Education, and Technology. Wilbur Charter for Enriched Academics is committed to providing a rigorous, challenging, and engaging curriculum built upon a strong foundation of knowledge for every student.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

DESIRED OUTCOMES OF THE SCHOOL'S INSTRUCTIONAL PROGRAM

Language Arts: Our students will master the art of reading, writing, listening, and speaking with confidence. They'll learn to use the language of their subjects and provide clear examples in their writing and speaking. By actively reading and listening, they'll be able to find and understand information, combining these skills to create meaningful writing and presentations.

Mathematics: Students will dive into logical reasoning, analytic and symbolic processing, and arithmetic and pre-algebraic skills. They'll tackle problems head-on, even creating their own word problems to deepen their understanding.

Science: Our budding scientists will explore the core concepts of Physical, Life, and Earth sciences, along with Ecology. They'll form hypotheses, conduct experiments using the scientific method, and engage in hands-on critical thinking in the classroom and the Wilbur Learning Garden. They'll also apply their skills to understand the environment, using resources like our school garden.

History and Social Studies: Students will gain a deep understanding of culture, diversity, and worldviews, recognizing the similarities and differences in various personal, cultural,

racial, and ethnic perspectives. They'll learn about the origins, functions, and sources of power, authority, and governance.

Technology: Starting from Transitional Kindergarten, students will explore a variety of digital tools throughout the day in their classes. They'll apply their tech skills in projects, word processing, PowerPoint presentations, Google Docs & Classroom, Excel spreadsheets, Clever, and artistic applications, integrating technology across all subjects and grades. Schoology, the District approved digital platform for classrooms and collaboration, will be used with fidelity.

Arts: Students will develop a love and appreciation for the arts, including music, visual arts, and theater. This will be fostered through an academic curriculum integrated with ELA Intervention Programs and instruction by specialists.

Physical Education: Each student will build a healthy and balanced body and mind through various intramural sports activities, following Physical Education standards. They'll develop psychomotor skills and prepare for the 5th grade Physical Fitness exam.

Summative Assessments:

- **Grades K-2:** Conduct three DIBELS benchmark assessments (beginning, middle, and end of the year) to establish a baseline for reading and comprehension levels and identify students needing intervention. Middle and end-of-year assessments ensure the effectiveness of intervention strategies.
- **Grades K-2:** Administer the required District Writing Assessment and District Interim Assessments for Mathematics annually. Results are analyzed in grade-level meetings to improve lessons and intervention techniques.
- **Grades K-2:** Implement iReady Math Interim Assessment Blocks throughout the year to assess student in Mathematics
- **Grades 3-5:** Implement iReady ELA Interim Assessment Blocks throughout the year to assess students in English Language Arts and Mathematics. Teachers evaluate scores to assess lesson effectiveness. In the spring, students take the SBAC in English Language Arts and Mathematics, with 5th graders also taking the SBAC/NextGen Science Assessment. Additionally, ELPAC testing is administered yearly.

Throughout our charter, we've analyzed summative assessments and SBAC data to set goals for our future charter term.

Measurable Goals for the Charter Term

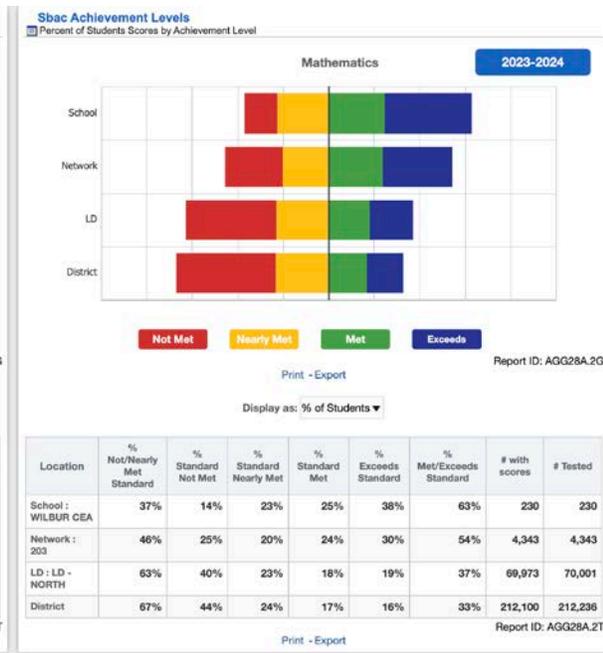
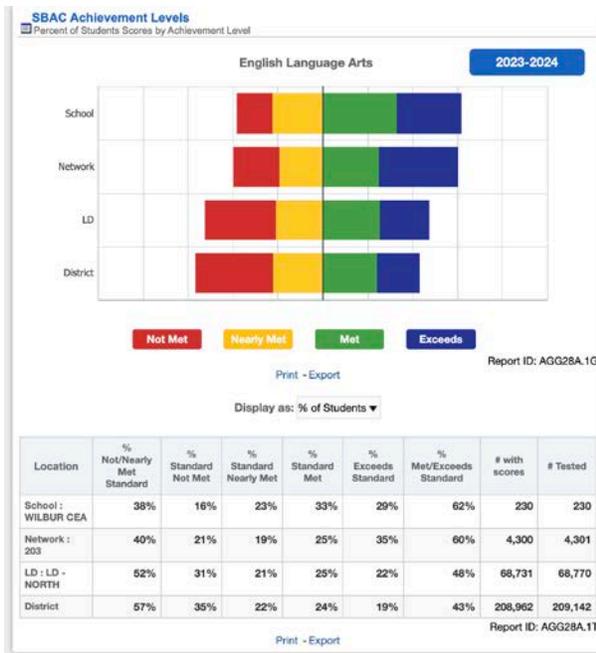
(Smarter Balanced Assessment Consortium, ELPAC & Attendance):

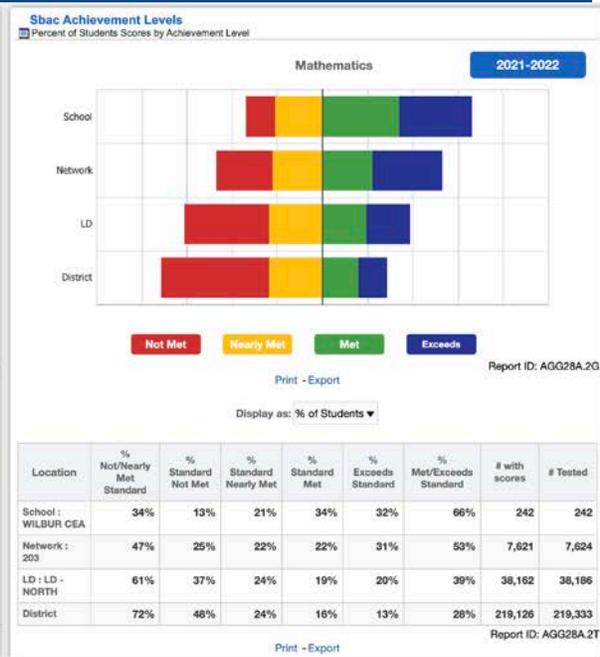
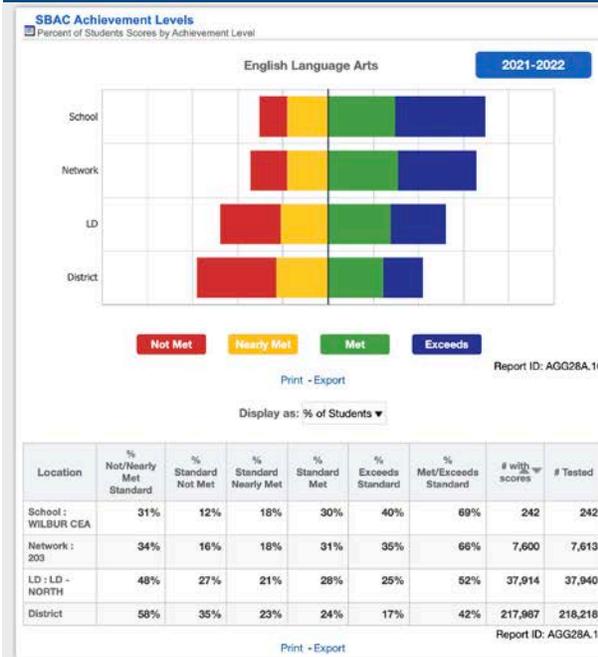
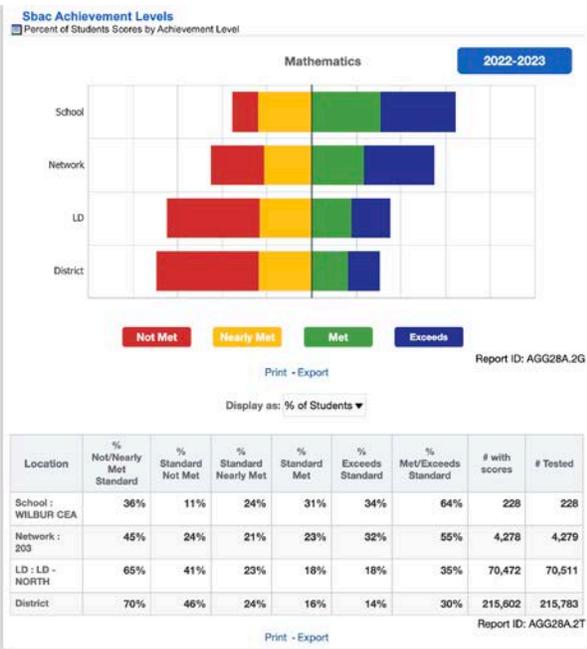
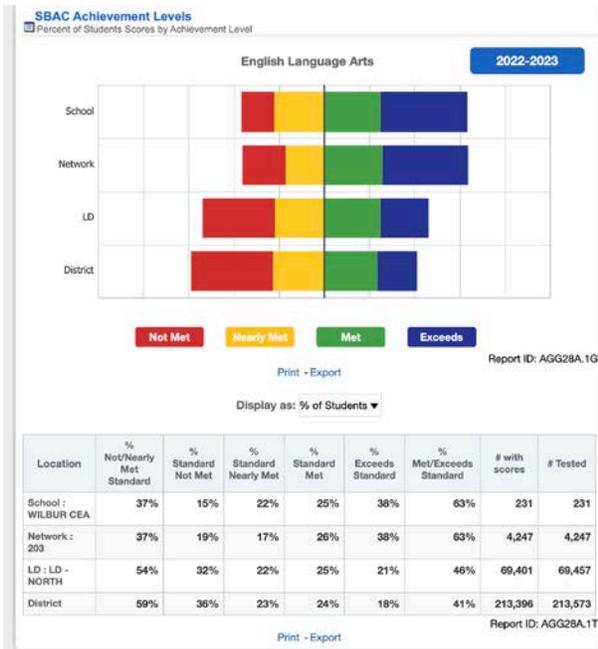
- Based on Wilbur CEA's 2023-24 SBAC ELA scores, 61% met or exceeded standard in ELA. Our Measurable Goal is 65% (or greater) of students will score in the "met or exceeded" standard range in English Language Arts (ELA).
- Based on Wilbur CEA's 2023-24 SBAC ELA scores, 16% did not meet standard for ELA. Our Measurable Goal is fewer than 14% of students will score in the "not met" standard range in ELA.

- Based on Wilbur CEA's 2023-24 SBAC Math scores, 63% met or exceeded standard in Math. Our Measurable Goal is 68% (or greater) of students will score in the “met or exceeded” standard range in Math.
- Based on Wilbur CEA's 2023-24 SBAC Math scores, 14% did not meet standard for Math. Our Measurable Goal is fewer than 12% of students will score in the “not met” standard range in Math.
- 85% or more of English Learners will advance one level on the ELPAC test each year. (Annual Growth)
- 80% percent of students will have 96% or higher attendance.

Wilbur Charter for Enriched Academics in Comparison to Network, Region, & District

Over the past 3+ years, Wilbur Charter for Enriched Academics exceeded the scores of our Network of nearby schools, North Region, and LAUSD in both Math and/or ELA. Our goal will be to continue outperforming on the SBAC.





(Source: MyData)

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.

Wilbur CEA employs a diverse array of standardized formative assessments to monitor student progress. These include:

- **DIBELS Reading Assessments** for grades K-2 (administered three times a year)
- **iReady ELA** for grades 3-5
- **iReady Math Assessments** for grades K -5
- **CKLA ELA Assessments** for grades K-5 (conducted per unit)
- **Eureka Math Assessments** for grades k-5 (conducted per unit)
- **District Interim Assessments** for ELA and Math for grades K-2 (annually)
- **SBAC Interim Assessments** for ELA and Math for grades 3-5 (twice yearly)

In addition to these, Wilbur CEA embraces authentic formative assessments, which provide a more comprehensive evaluation of students over time and in various settings. These assessments might include:

- Portfolios of significant work
- Journals
- In-class and out-of-class work samples
- Homework
- Teacher-created tests
- Teacher observations
- Checklists
- Rubrics
- Anecdotal records
- Publisher-provided criterion-referenced tests
- Projects

Also known as performance assessments, these methods allow students to apply essential knowledge and skills meaningfully, offering teachers valuable data to assess student improvement, performance, and achievement. Wilbur CEA is dedicated to ongoing formative assessments, enabling teachers to tailor daily lessons to meet the unique strengths and weaknesses of each student. Our goal is to ensure every student reaches proficiency in language arts and mathematics.

To gain a comprehensive understanding of student achievement, we utilize a variety of assessment tools. Teachers independently analyze data from these assessments and collaborate in weekly grade-level meetings. The administration also reviews and discusses this data with teachers throughout the year to inform instructional planning. Alongside standardized and authentic assessments, teachers use daily informal assessments, such as observations, weekly quizzes, classwork, and project-based learning assignments, to identify immediate areas of concern and guide instruction effectively.

MEASURING PUPIL PROGRESS TOWARDS OUTCOMES: FORMATIVE ASSESSMENTS

Formative Assessments

Subject	Methods of Instruction	Formative Assessments
English Language Arts - Writing	<ul style="list-style-type: none"> ● Critique, justify, and theorize in writing across disciplines with evidence ● Inform, persuade, and expose in writing with text-based and personal evidence ● Defend, critique and illustrate in oral and written formats ● Describe in oral and written format using figurative language ● Apply vocabulary development and knowledge in written and oral format ● Demonstrate critical thinking skills specific to Depth of Knowledge degrees ● Produce inquiry-based research projects aligned to thematic subjects in various disciplines ● Creative Writing – stories & poetry 	<ul style="list-style-type: none"> ● District-mandated tests ● Interim Assessment Blocks ● Teacher-developed assignments, tests, and activities ● Writing prompts ● Writing Journals ● Oral Presentations and Project exhibits ● End of unit projects
English Language Arts - Reading	<ul style="list-style-type: none"> ● Identify, analyze and evaluate thematic cross-curricular literature ● Discern relevant information after careful examination and exploration of text ● Distinguish between fact vs. fiction and important supporting details ● Understand cause & 	<ul style="list-style-type: none"> ● District-mandated tests ● Interim Assessment Blocks ● Teacher-developed assignments, tests, and activities ● CA Treasures Reading series ● DIBELS ● Close Reading ● Project-based learning

	<p>effect and connections in rising action</p> <ul style="list-style-type: none"> ● Select and evaluate books 	<ul style="list-style-type: none"> ● Accelerated Reader ● Oral Presentations and project exhibits ● IXL
Math	<ul style="list-style-type: none"> ● Apply and practice acquired skills in daily math problem solving ● Discern operations necessary to solve word problems ● Persevere in solving problems, including multi-step/multiple strategy problems ● Explain/show math strategies and justify solutions 	<ul style="list-style-type: none"> ● District-mandated tests ● Interim Assessment Blocks ● Teacher-developed assignments, tests, and activities ● Publishers' classwork, homework, activities, and tests ● Manipulative-based math activities ● IXL
Science	<ul style="list-style-type: none"> ● Develop hypotheses and test them in experiments utilizing scientific inquiry process ● Report on findings in oral or written presentation; conduct further inquiry ● Persevere in solving multi-step problems ● Incorporate STEM/NGSS curriculum 	<ul style="list-style-type: none"> ● District-based tests ● Teacher-developed assignments, tests, and activities ● Field studies ● Interactive units and simulations ● Lab-based experiments and STEM/NGSS activities (FOSS Kit materials) ● Science note-taking and reflective journals ● Exhibits and presentations ● IXL
History and Social Studies	<ul style="list-style-type: none"> ● Understand cause and effect connections of the making of civilizations ● Relate and connect patterns in events over time ● Finding parallels in historical events ● Read content area information to critique events and policies of the 	<ul style="list-style-type: none"> ● Teacher-developed assignments, tests, and activities ● Field studies ● Interactive units and simulations ● Portfolios ● Exhibits and oral presentations ● Integration of the Arts ● IXL

	<p>past</p> <ul style="list-style-type: none"> ● Interpret information to draw conclusions and make predictions ● State/National icons/landmarks ● Famous figures of History ● Multicultural understanding 	
Technology (Computer Lab/iPads/Chromebooks)	<ul style="list-style-type: none"> ● Use Internet for research and learn to evaluate relevant versus irrelevant information ● Use word processing applications to create documents ● Create spreadsheets to analyze data ● Use artistic applications to create original products 	<ul style="list-style-type: none"> ● Teacher-developed activities ● Presentations and inquiry-based projects

DATA ANALYSIS AND REPORTING

At Wilbur Charter for Enriched Academics, we believe in the power of data-driven decision making to meet the diverse needs of our students, track our school's progress, and set future goals and interventions. Here's how we put this into action:

- **Continuous Assessment:** Our teachers and administrators regularly evaluate data from various assessments to tailor educational strategies for each student and class. This data also helps us identify and prioritize professional development needs.
- **Transparent Communication:** Throughout the school year, our teaching staff shares district and authentic assessment results with parents, keeping them informed and engaged in their child's education.
- **Public Data Sharing:** We present school-wide data at our monthly Governance Council meetings, fostering open discussions about program development and educational interventions.
- **Schoology Parent Portal:** Parents, teachers, and students will have immediate access to grades, scores, and attendance through the Schoology Parent Portal. This instant access allows all stakeholders to monitor student performance and academic growth, enabling timely interventions. This data will also support our administration and teachers in refining their strategies and developing effective professional development programs.

How Students' Progress is Reported to Families

Classroom teachers play a crucial role in assessing students' achievements based on grade-level standards. They keep parents informed about their child's progress in mastering the necessary skills, knowledge, and attitudes for advancing to the next grade. This ongoing assessment aligns with the school's, district's, and state's curricular standards.

Teachers regularly update parents on their child's progress through various means:

- **Timely feedback** on class and homework assignments
- **6-week Below Proficient Parent Reports**
- **Progress Reports**
- **Regular conferences** with teachers

Many teachers also use the online grading system, Jupiter Grades, to keep parents in the loop. English Learner (EL) students receive annual reports on their progress toward reclassification goals, including their ELPAC scores in January. Students who have reclassified as Re-designated Fluent English Proficient (RFEP) also receive yearly progress reports.

Parents receive updates on their child's academic progress three times a year through the LAUSD Progress Report and, if applicable, the Report of Progress toward the Achievement of IEP Goals. Parent-teacher conferences are held at the end of the first reporting period and as needed during the second and third periods.

The LAUSD Progress Report uses a 4-point scoring rubric:

- **4: Advanced Proficient Levels**
- **3: Benchmark Proficient Levels**
- **2: Partial Proficient Levels**
- **1: Not Proficient Levels**

These standards cover various subjects for each grade level:

- **Language Arts:** Reading, writing, listening, and speaking
- **Mathematics**
- **History and Social Science**
- **Science**
- **Health Education**
- **Physical Education**
- **The Arts**

Standards for lifelong learning include:

- Time management
- Independence
- Organizational skills

- Quality and completeness of work

Character development standards focus on:

- Respect
- Cooperation
- Dependability
- Responsibility
- Self-control
- Fair play

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

Wilbur’s Governance Council shall be focused upon establishment of local policy rather than day-to-day administration or execution of policy and plans. The Council shall also fulfill the objectives and goals outlined in the school’s Charter and within the policies of Los Angeles Unified School District.

The Council’s duties shall include, but are not limited to:

- ✓ Assuring compliance with categorical programs
- ✓ Overseeing and evaluating effectiveness of school curriculum, programs, and appropriate assessments

- ✓ Developing the schedule of school activities, events, policies, and procedures
- ✓ Establishing and maintaining fiscally-sound budget practices
- ✓ Interviewing and selecting personnel through the Council's hiring committee
- ✓ Establishing a code of conduct policy for students, parents, and faculty
- ✓ Establishing and maintaining the effectiveness of the Council's committees
- ✓ Implementing and monitoring programs funded by private donations
- ✓ Developing a dispute-resolution process for staff, students, and parents, as required
- ✓ Facilitating communication and collaboration among members of the school community and between the school and the Tarzana community at large
- ✓ Facilitating innovation, consensus, and problem solving to achieve all of the above
- ✓ Amending and revising the Council bylaws, as required
- ✓ Monitoring, supporting, and assisting in the execution of Wilbur Charter for Enriched Academics policies and plans

A. Council Membership

The membership of this Council shall constitute the following:

Principal	1	Automatic Member
UTLA Chapter Chair	1	Automatic Member
Teacher Representatives	6	To be elected by the credentialed teachers employed at the school; may be self-nominated
Classified Staff Representative	1	To be elected by classified staff employed at the school; may be self-nominated
Parent Members		
FOW (Friends of Wilbur) President	1	Automatic Member
Parents Representatives	5	Shall be elected from and by parents whose children are enrolled in the school; may be self-nominated

Parent is defined as the parent or guardian of a student at the school, unless that parent or guardian is a paid employee of the school district at that site. A "parent" can be an employee of the district, but cannot be employed at the school in any capacity (e.g. teacher, substitute, recreational assistant etc.).

Only one parent or guardian per household can serve on the Council at any one time.

B. Elections

Parent Representatives

1. Elections for the parent members of the Governance Council at the beginning of each school year, on a date determined by the Executive Committee, appointed by the Council each year.
2. Each elected term will be for two (2) year positions, which are both one (1) year terms. Parent nominees must submit his or her name, contact information, and a candidate paragraph stating why he or she wants to run for a seat on the Wilbur Charter for Enriched Academics Governance Council, at least seven days before the scheduled election, either by e-mail to the Principal, or drop off in the Main Office. Any changes to the election

process must be passed by two-thirds vote of the Council at least 30 days before Election Day.

Teacher Representatives

Elections for teacher members will be held each spring in conjunction with UTLA elections. Each elected term will be for two (2) years, except for the UTLA Chair, which is a one (1) year term.

Classified Staff Representatives

Classified Staff Representative shall be elected by classified staff employed at the school. The election will be held at the beginning of the school year. The Classified Staff Representative is a one (1) year term.

A. Officers

The officers of the Council shall include a Chair, a Vice Chair, a Secretary, and a Parliamentarian. These officers shall perform duties prescribed by the bylaws and “Roberts Rules of Order.”

B. Officer Elections

The officers shall be nominated and elected during the first Council meeting after the new Council has been elected, by a majority vote of Council members. The term of each officer shall be for one (1) year. Only Council members who will be commencing their second year of service on the Council are eligible to be Chair. In the event that no member meets this requirement or no member meeting this requirement wants to be chair, the chair will be nominated by the Council and elected by a 2/3 vote. All officers must be current members of the Council.

C. Officer Duties

1. Council Chair

The duties of the Chair shall be to:

- Oversee the decisions and actions taken by the Council
- Sit on the Executive Committee
- Prepare an agenda and distribute it to the members prior to all meetings. Said agenda is to be posted publicly 72 hours before each meeting and distributed to Council at least 48 hours before each meeting
- Conduct all meetings in accordance with these bylaws

2. Vice Chair

The duties of the Vice Chair shall be to: participate as a vital part of the Council leadership. The Vice Chair understands the responsibilities of the board chair and is able to perform these duties in the chair's absence at regular Governance Council meetings, as well as Executive Committee meetings, when called upon to do so.

3. Secretary

The duties of the Secretary shall be to:

- Record the proceedings of all meetings of the Council, then distribute to Council members
- Keep all agendas, sign-in sheets, and meeting minutes in a file, which will be stored in the Principal's office
- Post meeting minutes publicly
- Provide meeting minutes and reports presented in Council meetings to the school's designated webmaster to be posted on the school website as soon as possible.

4. Parliamentarian The duties of the Parliamentarian shall be to act as an expert in rules of order and the proper procedures for the conduct of Council meetings. The Parliamentarian assists in the interpretation of bylaws and rules of order and the planning and conduct of meetings. The Parliamentarian votes and takes part in debate.

Standing and Ad Hoc Committee Definition:

Committees will be formed to research issues and obtain input from all affected/interested groups. Standing committees may be composed of Council members, alternates, and community members, each serving with equal standing. Each committee, at a minimum, should include one staff member and one parent member of the Council.

If required, the Council shall specify the size of the committee when the committee is established or at the beginning of the school year. The Council, as needed, may add additional participants as resource personnel for service on Standing committees. New Standing committees shall be established by the Council with the exception of ELAC, which will be elected each year in a special election, per LAUSD guidelines. If so requested, Council members and Alternates will serve on at least one (1) of the Council Committees.

- ✓ Committees are advisory
- ✓ Committees may elect the Chairperson at their first meeting; in the event that no one accepts the Chairperson position, the Council may appoint a Chairperson
- ✓ Committee Chairperson must have a meeting agenda and submit a summary of all meetings to the Council Secretary and Chair
- ✓ Committee meeting days and times should be determined by the committee
- ✓ Notice of meetings shall be posted on the Governance Council bulletin board in the main hallway at least 72 hours before each committee meeting
- ✓ Committees shall follow the Governance Council's Committee Guidelines

Standing and Ad Hoc Committees:

1. Budget & Finance: Prepares school budget each year, based on various sources of funding received and the needs of the school.
2. Core Curriculum: Researches and develops curriculum recommendations based on the educational program outlined in the Charter.
3. Outside Funding/Community Outreach: Responsible for researching, evaluating, and applying for grants, and working with the greater Tarzana community for funding opportunities.

4. Assessment/Data: Researches best practices in additional assessment opportunities, and helps find ways to improve use of data in all educational planning.
5. Enrichment: Creates specific plans/processes to implement enrichment activities as spelled out in the charter.

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

At Wilbur CEA, parents are the heart of our school community, playing a crucial role in our success. Their collaboration with educators helps us provide the best, most enriched education possible. Parents are involved in all levels of decision-making, primarily focusing on enhancing the educational experience for all children.

In developing the LCAP for Wilbur Charter for Enriched Academics, the principal took several steps to communicate the purpose of LCFF to parents, teachers, staff,

administrators, and students. The principal presented information about the LCFF during our Governance Council Committee meetings and Governance Council meetings attended by parents, teachers, staff, and administrators. The principal provided an overview and discussed priorities to meet the needs of the school's foster children, English Learners and low-income students. The school's School Report Card and SBA scores were reviewed at the beginning of the year during Governance Council meetings. At the beginning we discussed the results from iReady, SBA, DIBELS assessments, reclassification, attendance, and suspensions. During these meetings, we also discussed the eight state priorities and other LCAP requirements, and the process for local development and District approval of the LCAP. At these meetings, school leadership also explained that the school would be aligning the LCAP to the school's charter, which already identified many of the school's goals, needs and corresponding plans to meet those needs through various expenditures. During discussions of student achievement to guide the school's budget expenditures, educational partners viewed the school's School Report Card. The School Report Card provided information relevant to the state priorities, including data regarding attendance, suspension, EL progress and reclassification, and academic performance.

Governance Council and Committees: Parents and teachers work together on the Governance Council and various Standing/Ad Hoc Committees to review and improve our educational programs. These meetings are open to the public, encouraging everyone to contribute agenda items for discussion. Meeting schedules and agendas are posted on the school website and at the school site at least 72 hours in advance. All meetings meet the Brown Act requirements, ensuring transparency and public participation.

A. Council Membership

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UTLA Chapter Chair	1	Automatic Member
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3. Outside Funding/Community Outreach: Responsible for researching, evaluating, and applying for grants, and working with the greater Tarzana community for funding opportunities.
4. Assessment/Data: Researches best practices in additional assessment opportunities, and helps find ways to improve use of data in all educational planning.
5. Enrichment: Creates specific plans/processes to implement enrichment activities as spelled out in the charter.

Parent Involvement Opportunities: Parents have numerous opportunities to get involved in their child's education. Our Welcome Packet, given at the start of each school year, outlines various volunteer opportunities, including:

- Room Parent Orientations
- Beginning of the Year TK/Kinder Picnic
- Back-to-School Night
- Open House
- Parent education meetings for CCSS ELA/Math/Science and SBAC Updates
- Parent/Teacher/Student Surveys
- Parent-Teacher Conferences
- Classroom volunteer opportunities
- Campus beautification
- School-wide events

We announce these opportunities through weekly Connect Ed blasts, the school website, hard copy flyers, and the Friends of Wilbur website.

Building Strong Relationships: For each student to succeed, it's essential that parents, students, and teachers communicate and work together. Parents can access school facilities through the on-campus Parent Center and participate in various community meetings. They are encouraged to volunteer their time in many ways, such as:

- Volunteering in the classroom/school
- Assisting small groups
- Attending parent-teacher conferences
- Participating in charter school board meetings
- Helping with fundraising activities

The principal maintains a comprehensive list of volunteer opportunities to ensure everyone can contribute meaningfully to our school community. Together, we can create a supportive and enriching environment for all Wilbur CEA students.

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

Wilbur CEA will conduct five prospective parent tours per school year: in November, December, February, March and April. Student enrollment for the upcoming school year will begin typically from mid-March to June. Interested families may receive enrollment

information at the tour, on the Wilbur CEA website, or by visiting or calling the Wilbur CEA school office.

Regardless of whether it expects to reach its capacity, Wilbur CEA shall conduct a lottery to establish a wait list from which it can draw in the event it does not reach its capacity. The number of applications are determined by the LAUSD's E-Cast enrollment projections and based on LAUSD Norm day enrollment from the previous year. Potential students are recruited via website, marquee, flyers at local businesses, and word of mouth from neighborhood families, and all students are encouraged to apply. The Charter School may take in more lottery applications than it has space for, and this is stated on the lottery application. At the end of the application period a public lottery shall be conducted in the following manner:

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

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

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.

- **LAUSD Students**

- Siblings

- Prospective students who (a) are siblings of students enrolled in grades UTK – 4th grade 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 UTK – 4th grade 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,

- Resident Students-home schoolers 1) Resident students, who live within the attendance boundaries of the school, shall have first admission preference and thus are deemed exempt from the lottery.
- LAUSD Students-siblings 2) Prospective students who (a) are siblings of students enrolled at Wilbur CEA at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Wilbur CEA, shall have second admission preference.
- Other LAUSD Students- 3) All other prospective students who reside within LAUSD boundaries, but not within the former attendance boundaries of Wilbur CEA shall have third admission preference.

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

For students who do not live within the boundaries of Wilbur Charter but have applied through Public School Choice, Wilbur Charter complies with all components of the education of non-resident students based on the district's Desegregation and Integration policies. For students who reside outside the boundaries of Wilbur Charter for Enriched Academics, in grades TK-5, parents are welcome to apply for lottery using LAUSD's online lottery application. The district offers an On-Time Lottery Application process and Late Lottery Application process. The in-person and/or virtual public lottery will be held during the month of February. Once applicants apply through LAUSD Public School Choice, applicants will be placed on a waitlist. Each applicant will be provided a Confirmation Number. In order to prepare for the lottery, student lottery confirmation numbers are placed on one of LAUSD's approved lottery methods, using either: Instant randomizer from list (www.random.org/lists/) or Wheel of Names (<https://wheelofnames.org>). Once Confirmation Numbers have been chosen, they will be placed on Wilbur Charter's Lottery Waitlist in the order they are called. The application states that parents do not need to be present to be placed on the waiting list. As noted on the application, siblings are not guaranteed admission due to LAUSD's policy.

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: Wilbur Charter for Enriched Academics
c/o School Principal
5213 Crebs Avenue
Tarzana, California 91356

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

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

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

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

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

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

ADDITIONAL PROVISIONS

FACILITIES

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

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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

ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

[Enter school name here] (also referred to herein as “[Enter short form of school name here]”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

Local Control Funding Formula (LCFF) Requirements

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

Curriculum and Instruction

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

Transitional Kindergarten

Charter School shall comply with all applicable requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in

transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, Title 5, section 11960. Charter School shall comply with all applicable District policies and procedures and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *Master Plan for English Learners and Standard English Learners*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *Master Plan for English Learners and Standard English Learners*.

Gifted and Talented Students and Students Achieving Above Grade Level

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

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

2. District Affiliated Charter School’s Special Education Responsibilities

e. 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.

f. 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.

g. 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.

h. 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.

f. Least Restrictive Environment

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

f. Inclusion

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

g. Staffing Requirements

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

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

h. Student Discipline

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

All District schools, including District affiliated charter schools, are required to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS.

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS, and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Council are and remain consistent with applicable laws, District

policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School's Governing Council.

LEGAL AND POLICY COMPLIANCE

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

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

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

TITLE IX, SECTIONS 504 AND 508, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Sections 504 and 508 of the Rehabilitation Act of 1973 ("Section 504" and "Section 508"), and the District's Uniform Complaint Procedures.

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

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

Certificated Personnel

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

order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

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

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

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District Affiliated Charter School, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(2)(A).) As an existing District school that has converted to become a District Affiliated Charter School, Charter School's first priority is to admit students who reside in the former attendance area (boundary) of the school. (See Ed. Code § 47605(e)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(e)(2)(B).) Charter School's existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance area (boundaries) of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(e).)

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

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

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (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 [insert school’s grade span minus the highest grade served, e.g., for a school that serves K-5, insert “K-4”] at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **second** admission preference.
 - **Other LAUSD Students**

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

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.

□ Siblings

Prospective students who (a) are siblings of students enrolled in grades [insert school's grade span minus the highest grade served, e.g., for a school that serves K-5, insert "K-4" at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

□ Other California Students

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

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

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

Charter School shall hold its lottery in the [insert on-campus location, e.g., auditorium, multipurpose room, etc.], or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, [insert description of how the school will conduct the lottery]

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion

recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim alternative educational placement, to be determined in coordination with the LAUSD Division of Special Education.

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

- C. Was the misconduct caused by, or directly and substantially related to the student's disability?
- D. 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:

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

To Charter School:

[Enter name of school here.]

c/o School Principal

[Enter street address of school here.]

[Enter city, state, and zip code here.]

To District:

LAUSD

Attn: Director, Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

5) 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.

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school,

including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes

a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

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

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

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

implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

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

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations. Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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