



**LOS ANGELES UNIFIED SCHOOL
DISTRICT**

**Woodland Hills Elementary
Charter for Enriched Studies**

A DISTRICT AFFILIATED CHARTER SCHOOL

22201 San Miguel St.

Woodland Hills, CA 91364

Renewal Charter Petition

Submitted

February 13, 2025

TERM OF CHARTER

JULY 1, 2025, TO JUNE 30, 2031

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Woodland Hills Elementary School Charter for Enriched Studies (also referred to herein as “WHECES”), “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: | <i>Christina Desiderio, Principal</i> |
| ● The contact address of Charter School is: | <i>22201 San Miguel Street Woodland Hills, CA 91364</i> |
| ● The contact phone number for Charter School is: | <i>(818)347-9220</i> |
| ● Charter School is located in LAUSD Board District: | <i>4</i> |
| ● Charter School is located in LAUSD Region: | <i>North</i> |
| ● The grade configuration of Charter School is: | <i>TK-Fifth</i> |
| ● The number of students in the first year of this charter term will be: | <i>669</i> |
| ● The grade level(s) of the students in the first year will be: | <i>TK-Fifth</i> |
| ● Charter School's scheduled first day of instruction in 2025-2026 is: | <i>August 12, 2025</i> |
| ● 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. | <i>669</i> |
| ● The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be: | <i>traditional/single track</i> |
| ● The bell schedule (e.g., daily hours) for Charter School will be: | <i>Grades 1-5: 8:05 am -2:33 pm (M, W, Th, F) and 8:05-12:53 (Tuesday) Grades TK-K:</i> |

| | |
|---|---|
| | 8:15 am -2:43 pm (M, W, Th, F) and 8:15 -1:03 (Tuesday) |
| • The term of this Charter shall be from: | July 1, 2025-June 30, 2031 |
| • If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved: | Not Applicable |

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

The Woodland Hills Elementary Charter for Enriched Studies community is united in its goal of renewing our status as an affiliated charter school in the Los Angeles Unified School District. As a proud affiliated charter school in our community, Woodland Hills Elementary Charter for Enriched Studies offers prospective students the opportunity to join an award-winning, forward-thinking, and visionary institution driven by innovation and shared leadership. With a steadfast dedication to the success of every child, we foster a nurturing environment where academic excellence, creativity, and personal growth thrive. WHECES has earned prestigious accolades, including recognition as a California Distinguished School in 2014, ranking among the Top Ten Schools statewide (public, private, and charter) by the California Charter Schools Association. Committed to excellence, WHECES continues to strive for further achievements that reflect its dedication to innovation, academic success, and student well-being.

By remaining an affiliated charter school, WHECES will continue to meet the needs of our community, as well as provide students outside of our residential area an opportunity to attend a highly rated, award-winning, creative, arts integration, project-based, innovative, competitive, advanced studies school dedicated to the success of each child.

WHECES has consistently demonstrated strong academic performance over the past three years, maintaining excellence in both ELA and Math. Gifted students have continued to excel, reflecting the effectiveness of the school's rigorous and differentiated instruction. The English Learner (EL) program remains a standout success, with significant progress in English proficiency each year, consistently outperforming the state average. Math performance has remained strong, with students demonstrating critical thinking and problem-solving skills, supported by effective interventions and enrichment programs. While minor fluctuations in scores have occurred, overall performance has remained steady, showcasing the school's ability to adapt and sustain excellence despite broader educational challenges. WHECES's commitment to culturally responsive teaching has played a key role in student engagement and achievement, ensuring that all learners feel valued and supported. Through dedicated educators, innovative instructional strategies, and strong family engagement, WHECES continues to foster a thriving learning environment that prepares students for success in literacy, mathematics, and beyond.

At WHECES, we have maintained high student enrollment while maintaining high achievement with a wait list of over 600 students every year. For several years, our school has consistently achieved ratings of high or very high on the Smarter Balanced

Summative Assessment (SBAC) in both Math and English Language Arts. This sustained performance demonstrates the school's strong commitment to academic excellence and the effectiveness of its instructional programs.

WHECES is surrounded by 46 schools within a five-mile radius, including private schools, independent charter schools, and schools within the Las Virgenes Unified School District. Our goal is to offer community members the choice of attending a high-quality public school that features a diverse student population, challenges students academically, and supports their social-emotional growth. By integrating arts into the curriculum alongside positive attitudes and values, WHECES fosters creativity, critical thinking, and collaboration while promoting an inclusive environment where all students can thrive.

The purpose of the Woodland Hills Elementary Charter for Enriched Studies affiliated charter school petition is:

- **Building on Strengths:** The designation enables WHECES to build on its current strengths, supported by the collaborative efforts of stakeholders, including students, teachers, parents, and community business partners.
- **Focused Approach:** It provides a clear focus for the school to offer a rigorous and enriched educational program that meets the diverse needs of all students.
- **Exceeding Standards:** The affiliated charter designation allows for the aggressive implementation of a curriculum that not only meets but exceeds the Common Core State Standards, preparing students for college and career readiness with 21st-century skills.
- **Arts Integration:** It enhances the ability to provide rich arts integration across the curriculum, fostering creativity, critical thinking, and engagement in learning.

With the resources provided through charter status, WHECES has incorporated higher-order thinking skills, project-based learning, multiple intelligences, arts integration, and multimedia literacy throughout the instructional setting. This multimedia and arts-integrated approach to teaching and learning emphasizes communication in all its forms as a cornerstone of student success. By leveraging state-of-the-art tools, innovative teaching strategies, and the arts, students are empowered to access information effectively, think critically, express creativity, and understand their roles within a dynamic and interconnected global community.

Woodland Hills Elementary Charter for Enriched Studies remains a strong and competitive alternative to private schools by offering truly differentiated instruction to an increasingly diverse student population—including special needs students, identified gifted learners, twice-exceptional students, English language learners, students performing below grade level, and typical learners who deserve instruction tailored to their needs. We embed rigor across all content areas, regularly update our technology, and prioritize collaboration through open-door classrooms that foster arts-integrated, relevant, and engaging activities. Arts integration plays a key role in our approach, ensuring that students experience the connections between academic content and creative expression, further enhancing their problem-solving, critical thinking, and communication skills.

As an affiliated charter for over ten years, we have achieved significant milestones established by our community. Charter resources have allowed us to fund:

- A class size reduction teacher in the upper grades, reducing class size norms
- An Intervention Coordinator to oversee programs and strategies to support students who require additional academic or behavioral assistance. They analyze data, collaborate with staff to implement targeted interventions, and monitor progress to ensure all students reach their full potential
- A Targeted Student Population (TSP) Coordinator to support the academic and social-emotional success of targeted student populations, such as English Learners, foster youth, and low-income students, by analyzing data, developing interventions, and collaborating with teachers. They also provide staff training, engage families, and ensure compliance with district and state guidelines to promote equity and close achievement gaps
- Aides and teacher assistants to enhance safety and provide differentiated instructional support

These efforts ensure that WHECES continues to deliver an enriched educational experience that supports the academic and social-emotional growth of all students, with a strong emphasis on arts integration across the curriculum.

STUDENT POPULATION TO BE SERVED

Woodland Hills Elementary Charter for Enriched Studies is in the West San Fernando Valley, on the western border of the Los Angeles Unified School District. The school was established in 1925 and has continued to serve the community with excellence. The area of Woodland Hills is home to 46 private and public schools, with 12 public school options available within a 3-mile radius of our campus. In this competitive environment, our goal is to maintain our position as the highest-quality education available to our community.

WHECES is committed to preserving its core population while expanding enrollment to welcome a more diverse student body, thereby strengthening the school's inclusivity. We are actively dedicated to reaching underrepresented populations, ensuring our school environment embraces students from all ethnic and socioeconomic backgrounds. We believe that this commitment will foster a deeper appreciation for diversity, which is essential not only within the context of Los Angeles but also in the broader global community.

Through our inclusive approach, WHECES remains a cornerstone of academic excellence, arts integration, and social-emotional development, and we will continue to nurture an environment where all students can thrive.

Currently, the school accepts children who live within our local school boundaries and students who are selected from our lottery. WHECES serves students in TK-Fifth grade. At present, Woodland Hills Elementary Charter for Enriched Studies serves 624 students in transitional kindergarten through fifth grade. Our student body is ethnically, racially, linguistically, culturally, and economically diverse and represents local communities and other surrounding areas. Our student population consists of 41% White, 20% Hispanic, 12.1% Asian, 5.7% African American, and 8.1% two or more races. In addition, our school's educational program serves students of all abilities. English Learners comprise 7.6% of our population, Socio-Economically Disadvantaged comprise 29.7% of our population, Homeless and Foster population is 0% of our population,

Students with Disabilities comprise 6.2%, and our Gifted and Talented population is 16.5% which exceeds the LAUSD average of 6%. This diversity is our strength. At Woodland Hills Elementary Charter for Enriched Studies, we believe that every student has the potential to achieve mastery in the Common Core State Standards, regardless of barriers. WHECES consistently surpasses both LAUSD District scores and state averages in Math and Language Arts on the Smarter Balanced Achievement Consortium assessments, demonstrating exceptional academic achievement and a commitment to excellence in education.

GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement:

At Woodland Hills Elementary Charter for Enriched Studies, we are dedicated to fostering the development of creative thinking, critical problem-solving, respect for individual differences, and high ethical standards. Through arts-integrated instruction, we nurture students' growth in motor skills, language development, social skills, decision-making, risk-taking, and inventiveness. We prepare our students to become engaged citizens and visionary leaders equipped with the essential skills for success in the twenty-first century.

Vision Statement:

As a community, we place children at the center of all we do, with all stakeholders working collaboratively to inspire and empower students to achieve their highest academic potential. Our focus extends beyond academic excellence to include the development of personal values that are integral to success in life. These values—respect, integrity, empathy, tolerance, and a lifelong love of learning—are nurtured through a commitment to creativity, physical, social, and emotional well-being, and the fostering of responsible, contributing members of society.

At Woodland Hills Elementary Charter for Enriched Studies, we prioritize the holistic development of every child, ensuring that they emerge as confident, independent learners who are prepared to meet the challenges of the future and contribute meaningfully to the world around them.

Our Goals:

Woodland Hills Elementary Charter for Enriched Studies will continue to provide an exemplary education through a dynamic learning program that:

- Emphasizes multidisciplinary, project-based learning to enable students to make real-life connections, ask essential questions, and think conceptually
- Utilizes hands-on, investigative learning that assists students in problem-solving, thinking critically, and making meaning of the world around them
- Incorporates the arts throughout the curriculum, studying its significance throughout history and its role in shaping culture

- Provides authentic opportunities for students to effectively utilize all forms of communication in both academic and social contexts
- Uses technology to apply knowledge and create original work, providing students with tools for personal and group expression
- Emphasizes a growth mindset, cultivating habits of mind and scholarly behaviors in all students
- Addresses multiple intelligences through experiential and open-ended inquiry-based learning, producing both analytical and creative thinkers
- Collaborates with all stakeholders to problem-solve with shared decision-making, ensuring the school's mission is met
- Provides opportunities for all stakeholders to model continuous learning and intellectual growth, reinforcing the importance of lifelong education
- Expects integrity, teamwork, cooperation, positive relationships, and a genuine home-school connection to strengthen the school community
- Develops community partnerships that connect students to the real world, fostering a sense of civic responsibility and social awareness

Through these principles, WHECES will continue to provide a well-rounded and rigorous education, focusing on both academic excellence and social-emotional development.

We envision an instructional program where students at Woodland Hills Elementary Charter for Enriched Studies will lead the way in shaping a new generation of innovative thinkers who thrive in learning communities that extend beyond geopolitical borders. Our students will recognize that education is an investment in their personal identity, will know how to apply the skills they have learned, and will take pride in their academic and career accomplishments. Through the integration of the arts across disciplines, they will develop both analytical and creative thinking skills, fostering cultural awareness and empathy. Students will be empowered to not only achieve their own potential but to inspire others to do the same.

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

To help students thrive in today's world, they should be exposed to essential competencies such as collaboration, digital literacy, arts integration, critical thinking, and problem-solving. We believe that 21st-century learners must be prepared to think critically, make informed decisions, collaborate effectively with others, and confidently strive to continually grow as lifelong learners.

To succeed in the 21st century, all students require a solid foundation in core academic subject mastery. They are encouraged to be independent thinkers, problem-solvers, and responsible partners in their own learning. Through the integration of arts and technology, students are empowered to explore new ways of thinking, make connections across disciplines, and develop skills that prepare them for the future.

To promote the mindset of a 21st-century learner, Woodland Hills Elementary Charter for Enriched Studies provides an environment where students:

- Build stamina with persistence and accuracy, setting the foundation for lifelong learning

- Develop critical thinking, communication, and self-management skills, ensuring they are college and career-ready
- Embrace the mindset that diversity is our strength and acquire skills necessary to work respectfully and collaboratively with others from all backgrounds
- Engage in action research to identify real-world problems and create attainable solutions, fostering both intellectual and social-emotional growth
- Become self-motivated to act responsibly and recognize the effects of one's actions and choices on oneself and others
- Maintain an open mind and respect other perspectives with understanding and empathy
- Demonstrate a willingness to be flexible thinkers and adapt their opinions when presented with new information or perspectives
- Cultivate the arts as a powerful tool for self-expression and develop the ability to see situations from multiple perspectives, enriching their creative and academic experiences
- Develop positive attitudes, make thoughtful decisions, and recognize that the learning community at Woodland Hills Elementary Charter for Enriched Studies is a small representation of the broader world
- Remain cognizant of our dependence on natural resources and create systems for sustainability, integrating environmental consciousness into their daily lives
- Establish and model healthy choices for themselves and their peers, fostering well-being within their school community
- Transform instructional technology into powerful tools for communication, critical thinking, and the development of 21st-century skills
- Strive for continuous lifelong learning, embracing challenges as opportunities for growth

At WHECES, we integrate technology across all subject areas and grade levels through projects in the classroom, at home, and in enrichment classes. Through research-based projects, our students acquire and refine problem-solving skills, working both individually and in small groups. As students' progress through grade levels, their technology skills are enhanced—from basic keyboarding to word processing, Google Docs, PowerPoint presentations, Google Slides, Google Sheets, graphic arts, iMovie or editing programs, file sharing, video conferencing, and virtual field trips.

In addition to these technical skills, our curriculum integrates the arts across subjects, encouraging students to use digital tools to express themselves creatively. This integration of arts, technology, and critical thinking allows students to approach problems from multiple perspectives, strengthening their ability to make informed decisions and solve real-world challenges.

Our goal at WHECES is to make educational technology a foundational component in evaluating the validity of critical research, organizing student thinking, and presenting learning through multimedia products or projects. All students are given the opportunity to engage in a rigorous curriculum that exceeds state standards for technology.

Through this approach, students will develop resilience, adaptability, and the skills necessary to continue their education. They will be equipped with the knowledge, skills,

and disposition to become personally fulfilled, interdependent, and socially responsible adults.

How Learning Best Occurs

Woodland Hills Elementary Charter for Enriched Studies recognizes that optimal learning occurs within a culture of high standards, social responsibility, and mutual support. By fostering an environment that both challenges and nurtures individual student growth, the school ensures a holistic educational experience. Teachers, parents, and community members collaborate to create an academic climate that integrates the school, home, and broader community into a unified support system for student success. The program emphasizes integrated arts, incorporating music, theater, dance, and visual arts into the curriculum to foster creativity, critical thinking, and a deeper connection to academic content.

| LEARNING BEST OCCURS WHEN: | WHAT IT LOOKS LIKE AT WHECES: |
|---|--|
| A highly qualified and collaborative education team delivers instruction (professional development) | <ul style="list-style-type: none"> ● A team of instructional experts such as the Principal, Assistant Principal, Intervention Coordinator, TSP Advisor, Testing Coordinator, and the Gifted and Talented Education (GATE) Coordinator provide professional development based on the needs of the school ● Teachers collaborate in and across grade levels to ensure consistency in pedagogy and methodology ● Teachers continue pursuit of lifelong learning through professional development provided by local district, recognized educational affiliates and institutions and regional/state conferences |
| Students are engaged (academic rigor) | <ul style="list-style-type: none"> ● Curriculum compacting opportunities ● Inquiry based learning ● Talent-based projects ● Integration of content areas through the arts ● Rigorous questioning activities, and experimentation ● Technology-driven projects ● Systematic, cohesive curriculum K-5 ● Field trips with hands-on learning, real-world connections, and academic and social growth beyond the classroom. |
| Instruction provides for individualized, specific/actionable feedback, and clear expectations (meeting student needs) | <ul style="list-style-type: none"> ● Students set goals to meet/exceed standards and track their progress ● Teachers provide timely feedback on performance with students given opportunities to reflect on growth strategies ● Instruction is differentiated according to student needs ● Small group instruction for targeted skill development ● iReady and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are used for data and analysis |
| Positive, supportive school culture (social-emotional) | <ul style="list-style-type: none"> ● Student Code of Honor ● Positive rapport with staff where students are accountable and supportive of their peers ● Restorative Justice practices ● Establish growth mindset ideas to promote positive behavior along with weekly ticket drawings for community pride ● Our DEI (Diversity, Equity, and Inclusion (DEI) committee aims to promote a welcoming and inclusive environment for all students, staff, and families. ● Schoolwide Positive Behavior Support Plan includes incentive badges awarded for displaying positive character traits and promotes multicultural events ● Students develop school pride by participating in spirit days three days a week and for special events. |
| Cohesion among stakeholders (home/school connection) | <ul style="list-style-type: none"> ● Parent workshops to provide support and training to parents on education, health and school finance ● Family events sponsored by both the school and our parent group ● A high number of parent volunteers to support all aspects of school ● Parents participate in decision-making through service on committees- Governance Council, Local School Leadership, GATE, and DELAC (District English Learner Advisory Committee) ● Parents help facilitate communication through email blasts, website, flyers and face to face events ● Parents fundraise to supplement programs such as dance, art, theater, music and garden |

Learning best occurs when all stakeholders demonstrate their individual and collective commitments to promote educational excellence with a spirit of service. All stakeholders work together to determine priorities and needs, establish goals, implement effective strategies coupled with action, and reflect on progress toward achievement. Adults model shared learning and shared leadership while providing opportunities for students to

participate in rich, real world, meaningful experiences to make positive change in the community, i.e., student leadership, food drives, kindness campaigns, assemblies, walk and talk, and arts showcases.

To continue our success as a high achieving school in California, Woodland Hills Elementary Charter for Enriched Studies will strive for academic excellence for all students while nurturing and providing a healthy social-emotional environment. The school will continue to ensure a rigorous learning environment that supports students in experiencing success both at school and as life-long learners. This experience is provided by highly qualified teachers, support personnel, and diverse classrooms which provide accessibility for all students to succeed. Instruction in the classroom utilizes best practices based on current educational research, clear expectations, rigor, multiple modalities and pathways to learning, as well as differentiated instruction to meet the varying abilities among all students. Teachers are trained and participate in 16 hours of annual professional development in strategies for GATE and differentiated instruction. Teachers utilize research-based strategies from tools such as the prompts of depth and complexity, the content imperatives, compacting for learning, acceleration, novelty and providing talent-based projects.

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

The academic program at Woodland Hills Elementary Charter for Enriched Studies develops students into confident, competent lifelong learners. Our program allows students to develop talents, skills, and interests. The goal is to provide a learning environment that extends student learning with depth and complexity and meets the needs of a diverse group of learners. We do so by incorporating Depth and Complexity prompts, arts integration, and math games. In all areas of the curriculum, students will build on prior knowledge, increase and expand their skill sets, and apply information to solve problems and approach real world learning.

Local Control Funding Formula (LCFF) Requirements

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

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

GOAL #1- Academic Excellence

The school will annually increase the percent of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments annually and maintain the percent of English Learners who reclassify as Reclassified Fluent English Proficient. To comply with the state's priority on the implementation of common core state standards, the school will deliver high quality; standards-based instruction using a curriculum and educational program that is aligned to common core state standards. 100% of the teachers will design standard-based lessons and ensure that students are exposed to grade level state standards daily. The school will build the capacity in teachers through differentiated Professional Development and will annually conduct a needs assessment while monitoring the design and delivery of a high-quality Common Core State Standards driven educational program.

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development.
- The school will provide or obtain training 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, arts integration and real-world applications.
- Teachers will implement strategies in English Language Arts (ELA) in the classroom to help increase student proficiency of grade level standards. These strategies include writing a thorough and complete piece in three genres- Opinion, Narrative and Informative. Teachers will also integrate technology resources such as google docs for writing, and iReady for reading comprehension.
- Teachers will implement strategies in math in the classroom to help increase proficiency of grade level standards. Such strategies include the use of manipulatives, number bonds, tape diagrams, Eureka math routines and performance tasks.
- Formative assessments such as DIBELS, iReady, Unit Assessments, Exit Tickets, and Teacher Observations will drive the instructional focus to ensure student mastery of grade level standards.
- The school will monitor Long Term English Learners (LTELs) progress through grade level meetings and SSPT monitoring.
- The school will utilize class-size reduction teachers to target the needs of English Language Learners (ELL) students.
- Teachers will utilize English Language Development (ELD) standards to provide access to the Common Core State Standards for ELA/Literacy standards and other content areas.
- To help maintain reclassification of ELs, teachers will use ELD strategies and supplemental materials. These materials include bilingual dictionaries, audio visual support, English vocabulary, academic vocabulary, and collocation materials, constructive conversation skills, graphic organizers, sentence frames, linguistic objectives, and use of English language online programs if needed.
- Formative assessments and data from formative assessment kits such as DIBELS and iReady will be used, along with teacher observations and unit assessments to determine who needs to participate in after-school high-dose tutoring or pull-out intervention.

- The school aims to yield improved academic performance outcomes for all students, including English Learners.
- Internal benchmark performance targets will be set for all students.
- The school will design and deliver appropriate professional development opportunities for teachers to attend training on Common Core implementation strategies for ELA and math.
- Teachers will implement topics presented in Professional Development Meetings into their classroom by using backward planning strategies to create a pacing plan for each subject, agree on genre or topics taught during a range of time.
- Teachers will continually go through PDSA cycles (Plan, Study, Do, Act) to determine the effectiveness of topics being implemented in the classroom.
- Professional development will continue for teachers of English Learners on English Language Strategies with a focus on reclassification and improved performance on the SBAC. Topics will include constructive conversation skills, academic vocabulary and collocation vocabulary, graphic organizers and thinking maps, icons of depth and complexity, designated and integrated ELD Instruction, ELPAC testing, reclassification requirements, integrated curriculum, and linguistic objectives.
- Teachers will integrate strategies learned at Professional Development by planning as a grade level through planning and collaboration. They will utilize resources such as technology expert, instructional coaches, and the English Learner Coordinator to support and assist in the implementation.
- The principal will observe classroom instruction for evidence of implementation of EL strategies and analyze student work with teachers and coaches to assess progress.

Expected Annual Measurable Outcomes

Outcome #1:

The percentage of students that met standard/exceeded standard in Language Arts on the CAASPP/SBAC.

Metric/Method for Measuring:

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

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small> | Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small> | Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small> |
|--|--|-------------------|-------------------|---|---|---|
| All Students (Schoolwide) | 70% | 71% | 72% | 73% | 74% | 75% |
| English Learners Students | 22% | 27% | 32% | 37% | 42% | 47% |
| Socioeconomically Disadvantaged Students | 66% | 67% | 68% | 69% | 70% | 71% |
| Foster Youth Students | * | * | * | * | * | * |
| Students with Disabilities | 20% | 25% | 30% | 35% | 40% | 45% |
| African American Students | 44% | 47% | 50% | 53% | 56% | 59% |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | 77% | 78% | 79% | 80% | 81% | 82% |
| Filipino Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Latino Students | 60% | 63% | 66% | 69% | 72% | 75% |

| | | | | | | |
|---|------|------|------|------|------|------|
| Native Hawaiian/Pacific Islander Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Students of Two or More Races | 82% | 83% | 84% | 85% | 86% | 87% |
| White Students | 71% | 72% | 73% | 74% | 75% | 76% |

*- student group not numerically significant at this time

Outcome #2:

The percentage of students that met standard/exceeded standard in Mathematics on the CAASPP/SBAC.

Metric/Method for Measuring:

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

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small> | Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small> | Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small> |
|---|--|----------------|----------------|--|--|--|
| All Students (Schoolwide) | 74% | 75% | 76% | 77% | 78% | 79% |
| English Learners Students | 33% | 39% | 44% | 49% | 54% | 59% |
| Socioeconomically Disadvantaged Students | 65% | 66% | 67% | 68% | 69% | 70% |
| Foster Youth Students | * | * | * | * | * | * |
| Students with Disabilities | 40% | 43% | 46% | 49% | 52% | 55% |
| African American Students | 38% | 41% | 44% | 47% | 50% | 53% |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | 81% | 82% | 83% | 84% | 85% | 86% |
| Filipino Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Latino Students | 67% | 70% | 73% | 76% | 79% | 82% |
| Native Hawaiian/Pacific Islander Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Students of Two or More Races | 82% | 83% | 84% | 85% | 86% | 87% |
| White Students | 77% | 78% | 79% | 80% | 81% | 82% |

*- student group not numerically significant at this time

Outcome #3:

Maintain the percentage of English Learners who reclassify as Reclassified Fluent English Proficient. The district reclassification goal is 25%.

Metric/Method for Measuring:

Reclassification Data

| 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</small> | Year 4 of Term <small>(Not applicable if categorized as</small> | Year 5 of Term <small>(Not applicable if categorized as</small> |
|---------------------------|--|----------------|----------------|--|--|--|
|---------------------------|--|----------------|----------------|--|--|--|

| | | | | Low Performing) | Low Performing) | Low Performing) |
|---|-----|-----|-----|-----------------|-----------------|-----------------|
| All Students (Schoolwide) | * | * | * | * | * | * |
| English Learners Students | 44% | 44% | 44% | 44% | 44% | 44% |
| Socioeconomically Disadvantaged Students | * | * | * | * | * | * |
| Foster Youth Students | * | * | * | * | * | * |
| Students with Disabilities | * | * | * | * | * | * |
| African American Students | * | * | * | * | * | * |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | * | * | * | * | * | * |
| Filipino Students | * | * | * | * | * | * |
| Latino Students | * | * | * | * | * | * |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | * | * | * | * | * | * |
| White Students | * | * | * | * | * | * |

* - student group not numerically significant at this time

| GOAL #2 Joy and Wellness | |
|---|--|
| <p>The school will annually increase student attendance and decrease chronic absenteeism to foster student engagement and positive student outcomes. The school will maintain a positive school climate for students by providing strategies and support committees that deter discipline problems.</p> | <p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 X 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 X 6</p> |
| | <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p> |
| Specific Annual Actions to Achieve Goal | |
| <ul style="list-style-type: none"> To decrease student absences and tardies, the district automatically sends out the Initial Notification of Truancy to students with three or more unexcused absences and/or three unexcused lateness of 30 minutes or more or a combination of both. It is then the responsibility of the school site to send the second and third truancy letters out to qualifying students by generating the report in Misis. Continue to monitor students classified as truant and send the second truancy notice if needed and engage in the School Attendance Review Team (SART) as an intervention measure. At this meeting, parents and administration determine obstacles and connect resources to parents to improve attendance, possibly engaging in an improvement plan or contract. When a student's attendance does not improve after all efforts/ interventions, school engages in the School Attendance Review Board Meeting, by seeking support from and making a referral to the District Pupil and Student Services and Attendance (PSA). Increase annually the percentage of students' attendance. | |

- Maintain attendance incentive programs and award trophies to highest attendance at grade during monthly student recognition assemblies.
- Conduct SSPT for students with chronic absenteeism to provide intervention services and referrals.
- Token economy for group and individuals exhibiting positive behaviors
- Explicit activities teaching students to develop positive attitudes.
- Demonstrate and monitor rubric of implementation that describes the school wide positive discipline program
- Discipline/Safety/Wellness committee analyzes data and makes recommendation to governance and designs improvements for staff and students to promote a positive school climate
- Maintain a 0% suspension and expulsion rate by implementing restorative justice strategies across the school

Expected Annual Measurable Outcomes

Outcome #1:

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

Metric/Method for Measuring:

Student Attendance Rates

| APPLICABLE STUDENT GROUPS | Baseline (Based on most recent data available) | Year 1 of Term | Year 2 of Term | Year 3 of Term (Not applicable if categorized as Low Performing) | Year 4 of Term (Not applicable if categorized as Low Performing) | Year 5 of Term (Not applicable if categorized as Low Performing) |
|---|---|----------------|----------------|---|---|---|
| All Students (Schoolwide) | 50% | 53% | 56% | 59% | 62% | 65% |
| English Learners Students | 46% | 49% | 52% | 55% | 58% | 61% |
| Socioeconomically Disadvantaged Students | 45% | 48% | 51% | 54% | 57% | 60% |
| Foster Youth Students | * | * | * | * | * | * |
| Students with Disabilities | 53% | 56% | 59% | 62% | 65% | 68% |
| African American Students | 36% | 39% | 42% | 45% | 48% | 51% |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | 56% | 59% | 62% | 65% | 68% | 71% |
| Filipino Students | 44% | 47% | 50% | 53% | 56% | 59% |
| Latino Students | 46% | 49% | 52% | 55% | 58% | 61% |
| Native Hawaiian/Pacific Islander Students | 50% | 53% | 56% | 59% | 62% | 65% |
| Students of Two or More Races | 60% | 63% | 66% | 69% | 72% | 75% |
| White Students | 52% | 55% | 58% | 61% | 64% | 67% |

*- student group not numerically significant at this time

Outcome #2:

The school will decrease annually the percent 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

| 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> |
|---|---|----------------|----------------|--|--|--|
| All Students (Schoolwide) | 17% | 16% | 15% | 14% | 13% | 12% |
| English Learners Students | 36% | 34% | 32% | 30% | 28% | 26% |
| Socioeconomically Disadvantaged Students | 21% | 20% | 19% | 18% | 17% | 16% |
| Foster Youth Students | * | * | * | * | * | * |
| Students with Disabilities | 20% | 19% | 18% | 17% | 16% | 15% |
| African American Students | 41% | 38% | 35% | 32% | 29% | 26% |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | 13% | 12% | 11% | 10% | 9% | 8% |
| Filipino Students | 22% | 21% | 20% | 19% | 18% | 17% |
| Latino Students | 21% | 20% | 19% | 18% | 17% | 16% |
| Native Hawaiian/Pacific Islander Students | 50% | 45% | 40% | 35% | 30% | 25% |
| Students of Two or More Races | 15% | 14% | 13% | 12% | 11% | 10% |
| White Students | 13% | 12% | 11% | 10% | 9% | 8% |

*- student group not numerically significant at this time

Outcome #3:

The school will increase the percent of students that understand how they are expected to act in respect to the school rules, yard expectations, and game rules by 1% annually as measured by the school experience survey.

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> |
|---|--|----------------|----------------|--|--|--|
| All Students (Schoolwide) | 59% | 60% | 61% | 62% | 63% | 64% |
| English Learners Students | 67% | 68% | 69% | 70% | 71% | 72% |
| Socioeconomically Disadvantaged Students | 57% | 58% | 59% | 60% | 61% | 62% |
| Foster Youth Students | * | * | * | * | * | * |
| Students with Disabilities | 67% | 68% | 69% | 70% | 71% | 72% |
| African American Students | 58% | 59% | 60% | 61% | 62% | 63% |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | 74% | 75% | 76% | 77% | 78% | 79% |
| Filipino Students | * | * | * | * | * | * |
| Latino Students | 54% | 55% | 56% | 57% | 58% | 59% |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | * | * | * | * | * | * |
| White Students | 58% | 59% | 60% | 61% | 62% | 63% |

*The School Experience Survey does not include Foster Youth, American Indian/Alaska Native, Filipino, Native Hawaiian, and Students of Two or More Races as distinct subgroups, which is why they are not represented in this chart.

GOAL #3 Engagement and Collaboration

The school will increase the number of parents completing the School Experience Survey and the percentage of parents trained on academic initiatives and ways in which to support their child’s learning. The school will maintain a positive school climate for students by providing strategies and support committees that deter discipline problems.

Related State Priorities:

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

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

- Maintain an effective program for parent and family involvement that includes:
- Involve parents in decision making process by hosting monthly family chats with the principal, parent workshops with our Psychiatric Social Worker (PSW), and Governance Council, participate in election process, and partake in governance meetings and committee meetings

- Send reminders, post governance and committee dates and times, agendas, and minutes on our marquee, website, and Blackboard Connect
- Meaningful opportunities for providing and gathering parental input about school programs and parent workshops
- Involving parent stakeholders in sharing and receiving information
- Teaching and learning how to support the educational program; parent workshops, volunteer training, etc.
- Use of online surveys, such as but not limited to Survey Monkey, Google Forms, etc.
- To increase the number of parents completing School Experience Survey by sending reminders and communication through Blackboard Connect messages and messages in writing on Bulletin Boards inside and outside of campus.
- Communicate weekly via electronic marquee, Blackboard Connect Ed, voice messages and emails

Expected Annual Measurable Outcomes

Outcome #1:

The school will increase the percentage of parents completing the School Experience Survey annually.

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> |
|---|--|----------------|----------------|--|--|--|
| All Students (Schoolwide) | 49% | 53% | 56% | 59% | 62% | 65% |
| English Learners Students | * | * | * | * | * | * |
| Socioeconomically Disadvantaged Students | * | * | * | * | * | * |
| Foster Youth Students | * | * | * | * | * | * |
| Students with Disabilities | * | * | * | * | * | * |
| African American Students | * | * | * | * | * | * |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | * | * | * | * | * | * |
| Filipino Students | * | * | * | * | * | * |
| Latino Students | * | * | * | * | * | * |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | * | * | * | * | * | * |
| White Students | * | * | * | * | * | * |

*- This outcome applies only to the All-Students group.

Outcome #2:

The school will increase the percentage of parents that feel they are a partner with this school in decisions made about their child's education.

Metric/Method for Measuring:

School Experience Survey and Local Data (sign-ins and school surveys)

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small> | Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small> | Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small> |
|---|--|----------------|----------------|--|--|--|
| All Students (Schoolwide) | 70% | 72% | 74% | 76% | 78% | 80% |
| English Learners Students | * | * | * | * | * | * |
| Socioeconomically Disadvantaged Students | * | * | * | * | * | * |
| Foster Youth Students | * | * | * | * | * | * |
| Students with Disabilities | * | * | * | * | * | * |
| African American Students | * | * | * | * | * | * |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | * | * | * | * | * | * |
| Filipino Students | * | * | * | * | * | * |
| Latino Students | * | * | * | * | * | * |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | * | * | * | * | * | * |
| White Students | * | * | * | * | * | * |

*- This outcome applies only to the All-Students group.

Outcome #3: The school will annually maintain a 0% suspension and expulsion rate.

Metric/Method for Measuring:

Whole Child 2.0

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small> | Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small> | Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small> |
|---|--|----------------|----------------|--|--|--|
| All Students (Schoolwide) | 0% | 0% | 0% | 0% | 0% | 0% |
| English Learners Students | * | * | * | * | * | * |
| Socioeconomically Disadvantaged Students | * | * | * | * | * | * |
| Foster Youth Students | * | * | * | * | * | * |
| Students with Disabilities | * | * | * | * | * | * |
| African American Students | * | * | * | * | * | * |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | * | * | * | * | * | * |
| Filipino Students | * | * | * | * | * | * |
| Latino Students | * | * | * | * | * | * |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | * | * | * | * | * | * |
| White Students | * | * | * | * | * | * |

*- This outcome applies only to the All-Students group.

GOAL #4 Operational Effectiveness & Investing in Staff

To comply with the state’s priority on the implementation of common core state standards, the school will deliver high quality; standards-based instruction using a curriculum and educational program that is aligned to common core state standards. 100% of the teachers will design standard-based lessons and ensure that students are exposed to grade level state standards daily. The school will build the capacity in teachers through differentiated Professional Development and will annually conduct a needs assessment while monitoring the design and delivery of a high-quality Common Core State Standards driven educational program. To provide and maintain basic services for students, the school will assign teachers in accordance with their credentials, including subject matter and EL authorizations, provide students with sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter, and achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities.

Related State Priorities:

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

Local Priorities:

:

Specific Annual Actions to Achieve Goal

- Yield improved academic performance outcomes for all students, including English Learners.
- Set internal benchmark performance targets for all students.
- Design and deliver appropriate professional development opportunities for teachers to attend training on Common Core implementation strategies for ELA in depth of knowledge questioning strategies, reading comprehension strategies, use of guided reading and leveled readers, implementation of DIBELS/iReady and progress monitoring, analysis of paired texts and writing; and for mathematics in math fluency, performance task problem solving strategies, math framework, and Eureka Math as supplemental materials. Our focus continues to be on critical thinking, problem solving, and real-world applications. Teachers will implement topics presented in Professional Development Meetings into their classroom by using backward planning strategies to create a pacing plan for each subject, agree on genre or topics taught during a range of time, how to schedule and implement online learning using available resources and technology availability. Teachers continually go through the problem-solving cycle of inquiry as well as PDSA cycles to determine the effectiveness of topics being implemented in the classroom.
- Use of the EDST teacher evaluation system as one means of cognitive coaching to ensure quality instruction is being implemented and appropriate assistance, guidance and support is provided to those who need it in a timely manner.
- Continued professional development for teachers of English Learners on English Language Strategies with a focus on reclassification and improved performance on the SBAC, topics including constructive conversation skills, academic vocabulary and collocation vocabulary, graphic organizers and thinking maps, icons of depth and complexity, designated and integrated ELD instruction, reclassification requirements, integrated curriculum, and linguistic objectives.
- Teachers integrate strategies learned at Professional Development by planning as a grade level through planning and collaborations. They utilize resources such as the Intervention Coordinator, English Learner Coordinator, and GATE Coordinator to support and assist in implementation. Classroom instruction is regularly observed to ensure the effective implementation of English Learner strategies. Observations are analyzed in collaboration with the English Learner Coordinator to identify strengths, address areas for improvement, and provide targeted support to enhance language development and academic success for EL students.
- Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures established by the District and the hiring committee which includes the union representative, grade level chairperson, a teacher from lower grade level and/or upper grade

level, and the Principal (hiring committee meets at least once a year and on as needed basis to review protocols).

- Annual Williams instructional materials review and certification process:
 - Completing inventory in bookroom and classrooms two times per year (Aug and Jan)
 - Teachers complete a materials survey three times a year—
 - August (to identify materials that they have and materials that are needed for the current school year),
 - January (to identify materials currently have and materials needed for students for the following year for that class, to assist with ordering of materials for textbook roadshow),
 - June (to identify materials that have been delivered to their room to ensure adequate materials for the new school year)
 - Participate in Textbook Roadshow with orders for curriculum areas in ELA, ELD, Math, Science, Social Studies, and Health, using information from E-cast projections, inventory, and Destiny System.
 - Principals work with available staff to analyze teacher Textbook Sufficiency Forms in August to determine if additional materials are needed to meet sufficiency. The principal will work with neighboring schools to gather needed materials and deliver them to classrooms prior to the first day of school to ensure Textbook Sufficiency is met.
- Annual budget review and planning to ensure funds are available for instructional materials
- Internal and/or District annual review(s) of the state and condition of its facilities
- Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal and School SAA, ELD Coordinator)

Expected Annual Measurable Outcomes

Outcome #1: The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.

Metric/Method for Measuring: Annual Review of School Compliance with Credentialing and Assignment Requirements

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

| | | | | | | |
|---|------|------|------|------|------|------|
| Latino Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Native Hawaiian/Pacific Islander Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Students of Two or More Races | 100% | 100% | 100% | 100% | 100% | 100% |
| White Students | 100% | 100% | 100% | 100% | 100% | 100% |

| Outcome #2: The school will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities. | | | | | | |
|---|--|-------------------------|-------------------------|--|--|--|
| Metric/Method for Measuring: Annual review(s) of school facilities | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small> | Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small> | Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small> |
| All Students (Schoolwide) | <i>exemplary</i> | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating |
| English Learners Students | <i>exemplary</i> | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating |
| Socioeconomically Disadvantaged Students | <i>exemplary</i> | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating |
| Foster Youth Students | <i>exemplary</i> | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating |
| Students with Disabilities | <i>exemplary</i> | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating |
| African American Students | <i>exemplary</i> | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating |
| American Indian/Alaska Native Students | <i>exemplary</i> | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating |
| Asian Students | <i>exemplary</i> | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating |
| Filipino Students | <i>exemplary</i> | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating |
| Latino Students | <i>exemplary</i> | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating |
| Native Hawaiian/Pacific Islander Students | <i>exemplary</i> | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating |
| Students of Two or More Races | <i>exemplary</i> | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating |
| White Students | <i>exemplary</i> | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating | "Good" or better rating |

| |
|--|
| Outcome #3: The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter. |
| Metric/Method for Measuring: Annual Williams Instructional Materials Review and Certification Process |

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

INSTRUCTIONAL DESIGN

Framework and Teaching Methodologies

WHECES' proposed teaching methodologies are framed around differentiated, experiential, and inquiry-based instruction through thematic units in a cooperative group setting. By integrating the arts across all content areas, we ensure that students engage in creative problem-solving, deepen their understanding of complex concepts, and build essential skills like collaboration, critical thinking, and innovation. Project-Based Learning (PBL) and Document-Based Questioning (DBQ) units serve as key strategies in this approach, where the arts play a central role in enhancing both learning and expression. Through the arts, students do not just learn *about* content—they experience it in dynamic and tangible ways. For example, students may express mathematical concepts through visual art, explore historical events through drama, or analyze literature through music. This integration allows for a deeper exploration of topics and encourages students to view problems from multiple perspectives.

Our research-based methodologies are supported by formative and summative assessments, student work samples, and the PDSA cycle reflective process. These practices ensure continuous improvement in the learning environment, guiding instruction to cater to the diverse needs and learning modalities of all students.

Instructional Framework

WHECES curriculum is based on the California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), the History-Social Science Framework, Visual and Performing Arts (VAPA) standards, and all associated LAUSD instructional initiatives in language arts, mathematics, science, social studies, visual and performing arts, technology, and physical education. We are committed to ensuring that all students receive an enriching and rigorous education that is not only aligned with state standards but also incorporates a holistic, student-centered approach to learning.

Our teaching philosophy is grounded in the belief that powerful learning occurs when students are actively engaged in their education. To this end, our curriculum emphasizes differentiated instruction, small group activities, and project-based learning while integrating the arts to enhance students' creativity, critical thinking, and problem-solving skills. Through arts integration, students are encouraged to explore and express their understanding across subjects, thereby deepening their academic experience. Additionally, the arts provide a platform for students to showcase their unique talents and interests, ensuring that each child's individuality and creativity is nurtured.

By incorporating student choice, talent, and voice into our projects and activities, we offer a dynamic learning environment that empowers students to take ownership of their learning, collaborate with peers, and explore subjects in ways that ignite curiosity and innovation.

Teaching Methodologies

The teachers of WHECES will use current research, student data, and best practice methodologies to inform their teaching, ensuring that rigorous conceptual learning is delivered at each grade level. Student data will be consistently analyzed to identify strengths and areas for growth across all student subgroups (including at-risk students, special needs, socioeconomically disadvantaged, English Learners, Standard English Learners, gifted and talented, underachieving/non-proficient students, and subgroups by ethnicity). This ongoing assessment process will guide instructional adjustments and interventions to meet the diverse needs of our student population, allowing for personalized and targeted support.

Our goal is to ensure that all students, regardless of their background or challenges, are provided with the tools, resources, and instruction they need to succeed and thrive academically.

Starting in TK (Transitional Kindergarten), our teachers will implement the principles of backwards planning and Understanding by Design, ensuring that each grade level develops a systematically planned curriculum that builds a solid foundation for students. This foundation will be scaffolded and expanded upon in subsequent grades to ensure continuous academic growth. Teachers and staff will remain up to date with the latest educational teaching philosophies and best practices, incorporating new strategies to ensure the mastery of all standards across all content areas. We are committed to providing informed, high-quality instruction every day, as it is both our ethical and

professional responsibility to support the academic success of each child, catering to their individual needs and abilities.

To accomplish our goals, we use the methodologies listed below:

Academic Rigor

- Explore, research, and solve complex problems
- Scholarly Behaviors (Depth and Complexity)
- Revised Bloom's Taxonomy
- Webb's Depth of Knowledge

Clear Expectations

- Standards-Based Clarity: Teachers explicitly define and communicate state standards in student-friendly language, ensuring that academic goals are both understood and attainable.
- Conceptual Knowledge: Understanding what to do by aligning work with established rubrics and criteria.
- Procedural Knowledge: Developing the skills to carry out tasks effectively and accurately.
- Reasoning: Applying knowledge appropriately by recognizing when and where to use specific skills or strategies.

Collaborative Groupings and Interaction

- Teachers create small groups to foster peer interaction
- Students pair-share their thinking processes to maximize learning
- Cooperative learning opportunities across the curriculum: Choral reading, chanting, flexible groups, literature circles, peer-based learning model, Socratic seminar discussion groups, writing processes (peer revision and editing), and talent-based learning projects

Criteria Charts/Rubrics

- Focused Expectations: Rubrics and criteria charts help students clearly understand teacher expectations and assignment objectives, guiding them to effectively meet and exceed these goals.
- Alignment with Standards: Both teacher-created and student-created rubrics and criteria charts are designed to align with state standards, ensuring that assessments reflect the intended learning outcomes.

Experiential Learning

- Hands-on, project-based, inquiry-based learning
- Student-centered learning with independent work time and independent projects
- Use of manipulatives and realia to engage students
- Internet connectivity and collaboration

- Field trips, mini-plays, Reader's Theatre, and action research for real-world solutions

Direct Instruction

- Teachers provide carefully planned direct instruction for standards-based lessons, acting as facilitators of learning

Guided & Independent Practice

- Students are given sufficient time to demonstrate their understanding of the concepts or skills being taught

Small Group Instruction

- Small groups are strategically created to target students needing additional instructional time, differentiation, or extension activities
- Focused sessions provide preview and review lessons tailored to individual learning styles to reinforce understanding and mastery of grade-level standards
- Personalized, differentiated support ensures academic growth and effectively addresses the unique needs of each student

Differentiated Instruction

- Whole group, small group, and individualized instruction tailored to students' needs
- Multimedia and technology-enriched learning
- Team teaching and specially designed academic instruction in English (SDAIE)
- Direct instruction and guided practice
- Maintain and exceed state standards, providing opportunities to produce work in enriched ways, including student-led instruction

Differentiated Curriculum

- Graphic organizers and mind maps for organizing thoughts
- Lessons and assignments within the core curriculum that are appropriate for various academic levels while exceeding state standards
- Tiered assignments (Sandra Kaplan, Ph.D.), Compacting, Independent study, and Novelty (Sandra Kaplan, Ph.D.)
- Scaffolding techniques: Thinking Maps, Accountable Talk, and pre-teaching of concepts
- Interest-based projects to engage and challenge students
- 95 Percent Group Reading Improvement Program for early stage reading skill identification in grades Pre-K to 2, ensuring high fluency rates

Higher-Level Thinking

- Content Imperatives
- Universal Themes

- Prove with evidence
- Synthesize, analyze, and evaluate (Revised Bloom's Taxonomy and Webb's Depth of Knowledge)
- Habits of Mind, judging with criteria
- Tailored curriculum to challenge students with novelty based on interest and ability

Integration of the Arts

- **Music Classes:** Music is integrated into the curriculum through diverse genres and compositions, fostering appreciation, creativity, and foundational skills while enhancing cross-disciplinary learning
- **Visual Arts:** Inspire creativity and critical thinking through art instruction seamlessly integrated across the curriculum
- **Theater and Dramatic Arts:** Promote self-expression and collaboration through role-playing, student-led performances, and interdisciplinary plays
- **Dance:** Dance is integrated into the curriculum to foster creativity, self-expression, and physical engagement, enriching learning through movement and cross-disciplinary connections

Project-Based Learning

- Demonstrate mastery of standards in innovative ways with various products
- Offer different modes of expression for enriching and extending the standards

Adhering to the proposed instructional framework and teaching methodologies mentioned above ensures WHECES' instructors can successfully meet the needs of all student learning modalities in all subgroups: Gifted, High Achieving, "Twice Exceptional", Special Education, English Language Learners, Under-Achieving/Non-Proficient, and the Socioeconomically Disadvantaged.

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.

Instructional Scope and Sequence

The scope and sequence of skills to be taught across grade levels, covering the various subjects the school plans to teach, are outlined below. All California state standards will be addressed with cross-grade-level planning to ensure students receive consistent, coherent instruction.

At WHECES, as an Enriched Studies school, we view enrichment as more than just supplementary activities. It is a challenging, innovative curriculum integrated into everyday teaching, designed to foster deeper learning experiences for all students. This enrichment is not limited to core subjects but is woven throughout the entire educational experience, including the arts.

Incorporating integrated arts into the curriculum is a key component of this approach. By integrating visual arts, music, theater, and dance with academic content, we offer students opportunities to explore and express their learning in creative, dynamic ways. These arts experiences enhance cognitive and social-emotional development, promote critical thinking, and encourage collaboration. The integration of the arts strengthens students' understanding and retention of core academic subjects while fostering creativity, problem-solving skills, and emotional intelligence.

Through this enriched, arts-infused curriculum, students at WHECES are prepared not only to meet state standards but to exceed them, developing a lifelong love for learning and a diverse set of skills that will serve them well beyond the classroom.

How the Curriculum Addresses California Content Standards

All components of the WHECES curriculum plan align with the Math and Language Arts frameworks set forth by California Department of Education. Instruction will be standards-based and assessed according to the California Common Core State Standards (CCSS), as scheduled by the California Department of Education and the Los Angeles Unified School District.

The teaching community at WHECES, composed of dedicated staff, parents, and community partners, recognizes that the mission to fully educate students requires an unwavering commitment to ensuring that all students meet or exceed the rigorous CCSS. Student achievement is measured by a range of meaningful assessments, which then guide instruction to ensure continued growth and success.

The WHECES staff is highly knowledgeable in grade-level standards and actively participates in ongoing professional development to remain current with the latest pedagogical research and best practices. The curriculum used at WHECES is research-based and specifically designed to ensure that every student has equitable access to the knowledge and skills necessary to meet or exceed these standards. This approach promotes an inclusive, supportive learning environment where all students are empowered to achieve their full potential.

Integrated Enrichment for Grades TK-5

Language Arts

The English Language Arts program at WHECES serves as a foundational framework in every classroom, ensuring consistency in both instruction and assessment. This research-based program builds the critical skills required for all students to become

proficient readers and writers, which are essential for academic success across all subjects.

Core Literature instruction emphasizes historical fiction, complemented by the study of primary documents for close reading. This approach creates a cross-content curriculum that integrates historical perspectives with literary analysis. A grade-level goal is to provide advanced students with opportunities to participate in accelerated reading groups that delve into literature extensions, encouraging deeper engagement, critical analysis, and meaningful connections with the texts.

To support critical thinking and the development of key academic skills, WHECES uses Thinking Maps to organize students' thoughts and make meaningful connections across subjects. This visual tool enhances comprehension and facilitates students' ability to synthesize ideas.

The program integrates the development of essential literacy skills—reading, writing, listening, and speaking—across all disciplines, ensuring students can effectively communicate and apply their learning in a variety of contexts. Critical reading skills are emphasized, with strategies such as literature circles, Core Literature, SDAIE (Specially Designed Academic Instruction in English) techniques, and Kaplan prompts helping students analyze text with depth and complexity.

Students are encouraged to critique, justify, and theorize in their writing, developing strong analytical and compositional skills across subjects. Grammar, spelling, oral speaking, and active listening are taught through direct instruction and integrated into various curriculum areas. Vocabulary development is emphasized through writing, oral communication, illustrations, and dramatic formats, ensuring students have a comprehensive understanding of language.

The integration of the arts, particularly theater skills, plays a pivotal role in the English Language Arts program. Through drama and performance, students enhance their speaking and listening abilities, actively engage in collaborative discussions, and build confidence in public speaking. Theater activities such as role-playing, scriptwriting, and dramatic interpretation enable students to explore literature from a dynamic, interactive perspective. These experiences deepen their comprehension of texts and characters while fostering essential communication skills like expression, vocal projection, and emotional intelligence. Additionally, theater supports vocabulary development as students work with scripts, improvise dialogues, and perform for peers, creating a robust environment for language acquisition and effective communication.

To ensure successful implementation, teachers participate in professional development sessions focused on Drama Works strategies. These workshops equip educators with techniques to integrate theater into their classrooms, guide students in creative expression, and connect dramatic activities to core academic content. This training fosters a school-wide commitment to using theater as a tool for enhancing literacy and communication skills.

Students engage in writing across multiple genres aligned with grade-level standards, including narratives, poetry, expository writing, letters, imaginative narratives, folk tales,

fairy tales, persuasive essays, and biographies. Reading materials are carefully selected to meet students' independent and instructional reading abilities, with texts provided at appropriate Lexile text-complexity ranges to ensure accessible yet challenging content.

Both nonfiction and fiction texts are emphasized across grade levels to help students meet and exceed the Common Core State Standards (CCSS) for reading. Foundational reading skills—such as print concepts, phonics, word recognition, and fluency—are targeted to support emergent readers, ensuring a strong start to literacy development.

To further support reading growth, resources such as Leveled Readers, Newsela, Readworks, Core Literature Circles, and I-Ready are used to provide differentiated support. Writing instruction is tailored to meet the needs of all learners, with small group and individual writing workshops providing targeted scaffolding. Students are encouraged to critique and refine their work, allowing them to write effectively across disciplines and for a variety of audiences and purposes.

Speaking and listening skills are integrated into the curriculum through live presentations, as well as recorded formats, providing students with diverse opportunities to develop their communication abilities. Collaborative discussions, group performances, and oral storytelling activities encourage effective speaking and active listening, ensuring students can express ideas clearly, using appropriate projection, expression, and eye contact.

By offering a comprehensive, integrated English Language Arts program that includes the arts, WHECES ensures that students are equipped with the skills they need to succeed academically, communicate confidently, and engage meaningfully in the world around them.

Math

Our math program adheres to the instructional guide established by our LAUSD local district, ensuring that all students meet and exceed rigorous state standards. Recognizing that mathematics is a critical gateway to college and career success, the program emphasizes the foundational math concepts that are essential for proficiency in algebra and geometry, beginning as early as Kindergarten.

Teachers employ engaging, interactive lessons designed to foster a deep understanding of mathematical concepts. Rather than focusing solely on rote memorization of algorithms, instruction emphasizes the reasoning and processes behind mathematical operations. This approach helps students build critical thinking and problem-solving skills, empowering them to apply their knowledge in real-world contexts.

Through hands-on activities, visual models, and collaborative problem-solving, students develop a strong conceptual framework and mathematical fluency. Teachers prioritize differentiated instruction to meet the diverse needs of learners, ensuring that all students, regardless of their starting point, have the opportunity to thrive in mathematics. By cultivating a growth mindset and fostering a love for learning, our math program lays the groundwork for academic and lifelong success.

- Teachers will present mathematical algorithms and concepts using math curriculum and supplemental math resources
- Websites such as IXL, iReady, 99 Math, and Prodigy provide opportunities for independent, self-paced activities to reinforce and enrich learning
- All grade levels use manipulatives, interactive games, and math tools to promote hands-on engagement and deepen conceptual understanding
- Teachers will focus on developing all students' skills necessary to solve complex word problems, emphasizing multiple solution strategies, written explanations of answers to enhance reasoning and communication skills
- Instruction will facilitate students' use of the eight Mathematical Practices outlined in the Common Core State Standards, encouraging critical thinking and persistence
- Teachers will develop students' mathematical proficiency by applying concepts and computational skills to a variety of mathematical processes, including computation and operations, patterns and functions, geometry and spatial reasoning, statistics and data interpretation, probability and predictions
- Students will apply math skills to real-world problem-solving scenarios, connecting classroom learning to practical and meaningful contexts

Science

In science, we have adopted a rigorous, hands-on, experiment-based program designed to provide every student with the opportunity to learn science through active engagement and exploration, following the 5 E's model (Engage, Explore, Explain, Elaborate, and Evaluate).

Students are encouraged to think and act like scientists by:

- Asking questions and wondering about the world
- Developing hypotheses
- Conducting experiments
- Observing and gathering data
- Drawing conclusions based on evidence

Instruction aligns with the California Next Generation Science Standards (NGSS), rooted in the K-12 Science Education Framework, to ensure comprehensive and modern science education. All curricular strands—Physical, Life, and Earth Sciences—are integrated with an emphasis on STEAM (Science, Technology, Engineering, Arts, and Mathematics) concepts.

Students engage in interdisciplinary activities that connect scientific concepts to real-world applications, fostering critical thinking, collaboration, and innovation.

The sciences are taught as a cumulative learning process, building on prior knowledge and experiences as students progress through grade levels.

The scientific method is emphasized across all grades, enabling students to:

- Form questions
- Conduct research
- Develop hypotheses

- Gather and analyze data
- Draw evidence-based conclusions

Teachers fully implement the 5E Inquiry-Based Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate) to foster active learning and critical thinking.

Students engage in the 8 Science and Engineering Practices across disciplines, helping them understand:

- How scientific knowledge develops
- The processes of scientific investigation and inquiry

Teachers incorporate lessons on physical, social, and emotional health, focusing on:

- Nutrition Education: Building knowledge of balanced diets, healthy eating habits, and their impact on overall wellness
- Substance Abuse Awareness: Equipping students with decision-making skills and strategies to resist peer pressure
- Lifelong Healthy Habits: Encouraging routines that support long-term physical and mental health
- Emotional Regulation: Teaching strategies for managing emotions, building resilience, and handling stress effectively
- Social Skills Development: Fostering empathy, communication, and positive relationships to create a supportive, inclusive environment
- Self-Awareness and Mindfulness: Promoting self-reflection and mindfulness practices to enhance focus and emotional balance

Social Studies/History

The Social Studies curriculum at our school is designed to provide students with historical perspectives and geographical knowledge while fostering research skills using multiple resources. We are leading the implementation of the California Framework for Houghton Mifflin Social Studies and the History-Social Science Framework, using them to create a rigorous curriculum that emphasizes inquiry, expanded content, and cross-curricular connections.

The curriculum emphasizes the use of primary sources to deepen students' abilities in close reading, understanding multiple points of view, and identifying and analyzing bias in historical research. Students are encouraged to present their scholarly research through diverse and creative formats, including PowerPoint presentations, videos, movies, dramatic performances, and visual arts projects.

The program celebrates the diversity of cultures represented at our school and in the broader community, providing opportunities for students to explore cultural heritage and contributions. Additionally, students learn how to be civically engaged and socially responsible members of society, understanding their roles in contributing to their communities.

- DIG, Digital Inquiry Group, provides students with tools for close reading and analysis of primary documents

- Programs such as "We the People" and Gilder-Lehrman Institute of History resources bring civics education to life in the classroom, engaging students in active civic participation
- Students will develop a global perspective by understanding their place in the world through the study of communities, cities, states, and countries in relation to geographical settings and historical periods
- Through critical thinking, students will relate historical events over time, identifying parallels, patterns, contributions, and convergences
- Students will interpret geographical and historical information to draw conclusions and make informed connections
- They will analyze the cause and effect of historical events to understand the interconnectedness of historical developments
- Role-play and theatrical performances, simulations, and interactive units provide students with hands-on, immersive experiences that bring history to life
- Multiculturalism is celebrated through a variety of curricular activities, fostering appreciation for diverse cultures and traditions

Technology

All classrooms are equipped with projectors, Elmos and technology, or Promethean boards in first through fifth grades. Additionally, there is a 1:1 ratio of computers and/or tablets, enabling the integration of traditional teaching practices with a modern, blended learning approach. Students engage in the daily use of keyboarding skills, technological devices, and relevant applications, enhancing daily assessments and preparing students for District and statewide assessments such as the SBAC (Smarter Balanced Assessment Consortium). The program emphasizes technological collaboration, encouraging students to create 21st-century products across all curricular areas, fostering innovation, creativity, and digital fluency.

Health & Physical Education

Our program fosters a life-long commitment to physical and emotional well-being by utilizing a variety of materials, equipment, and strategies that align with CCSS standards. Students explore and understand the interconnectedness of three key areas of health: Mental/Emotional, Physical, and Social/Family.

Mental/Emotional:

- Students effectively demonstrate the Six Pillars of Character (trustworthiness, respect, responsibility, fairness, caring, and citizenship)
- Positive attitudes and behaviors are recognized and celebrated through brag tags, which students collect for their backpack keychains

Social:

- Students participate in Student Leadership initiatives and PSW-driven anti-bullying and kindness projects

- These activities help students develop empathy, teamwork skills, and a sense of responsibility as they prepare to be effective collaborators in the 21st century

Physical:

- The program extends 5th-grade district standards by introducing Presidential and National Fitness Standards beginning in 3rd grade, encouraging physical fitness and healthy habits early on
- Students participate in the Got Game program, which provides engaging, structured physical activities that promote teamwork, sportsmanship, and physical fitness. The program's dynamic approach helps students build confidence, coordination, and a love for active play

The Arts

While academic rigor is emphasized, art standards are thoughtfully integrated throughout the curriculum, both in classroom activities and school-wide programs. Music, theatre, visual arts, and dance are incorporated to meet grade-level standards and provide students with opportunities for creative expression across all content areas. Students are exposed to various art forms, learning to think creatively and solve problems by imagining and exploring diverse solutions. Teachers integrate art across the curriculum, ensuring a seamless connection between content and concepts, embedding art into subjects rather than treating it as a stand-alone idea. Collaboration among teachers promotes the four areas of art education: dance, music, theatre, and visual arts.

Visual Arts

- Students engage in collaborative art projects, such as creating murals, classroom displays, and thematic art pieces related to social studies, science, and literature
- The ongoing tile wall project, designed and completed by students, showcases creativity and reinforces themes of community and cultural identity
- Art lessons focus on a variety of techniques, including drawing, painting, sculpture, and mixed media, aligned with the California Visual Arts Standards

Music

- The music curriculum at each grade level enhances language arts, social studies, and science curricula, meeting the California State Music Standards
- Students participate in African drumming classes, where they explore rhythm, cultural history, and ensemble performance, connecting music to global traditions
- Activities such as scoring a story teach students how music can evoke emotions and enhance narratives, helping them develop skills in composition and storytelling
- Students learn to read music, explore rhythm and melody, and perform using percussion instruments
- The winter concert offers students an exciting opportunity to demonstrate their musical abilities, highlighting their dedication and skill in a vibrant, celebratory performance

Theatre

- Dramatic arts are integrated across content areas, with students performing skits, monologues, and role-plays that reinforce themes and content from history, literature, and social studies
- Several grades present content-driven dramatic productions, such as reenactments of historical events or adaptations of classic stories
- Theatre workshops and the Drama Works program teach acting techniques, stage presence, storytelling, and collaborative production skills, enabling students to express themselves and build confidence
- The Drama Works curriculum is designed to enhance students' understanding of character development, dialogue, and narrative structure while emphasizing teamwork and creative problem-solving

Dance

- Students participate in multicultural dance classes, exploring dances from around the world, such as K-pop, salsa, bhangra, and folk dances from various cultures. These experiences connect movement with cultural appreciation and historical understanding
- Dance is integrated into other subjects, such as creating movement pieces inspired by poetry, science concepts, or cultural studies
- Students explore a variety of dance forms, including folk, modern, and cultural dances, to deepen their understanding of global traditions
- Our school hosts a school-wide multicultural dance performance, where students showcase traditional dances from various cultures, celebrating diversity and fostering cultural understanding

Integrated Arts Experiences

- STEAM projects combine art and science, such as designing eco-friendly products, creating scientific diagrams, or building models inspired by engineering challenges
- Students participate in arts-based assemblies, including live performances, interactive storytelling, and cultural showcases that inspire creative thinking
- Grade-level productions and projects, such as creating costumes, props, and sets, allow students to apply artistic skills in meaningful, collaborative ways

By integrating the Drama Works program, along with African drumming, scoring stories, and multicultural dance, our school ensures students gain a comprehensive arts education that fosters creativity, collaboration, and a lifelong appreciation for the arts.

Intervention

- DIBELS and iReady systems are utilized to assess students' progress, enabling targeted interventions to address specific learning needs
- Teachers work with at-risk students in small groups throughout the day, providing personalized support to enhance their academic progress

- The Intervention Coordinator collaborates with teachers to evaluate and support student learning, track progress, and offer additional help to students who may not be in the Special Education Program but are struggling to meet academic standards
- The Intervention Coordinator provides targeted small-group pull-out sessions, delivering focused, personalized instruction designed to address specific areas where students need additional support to achieve academic success
- After-school high-dose tutoring of at-risk students offers intensive support to ensure academic success

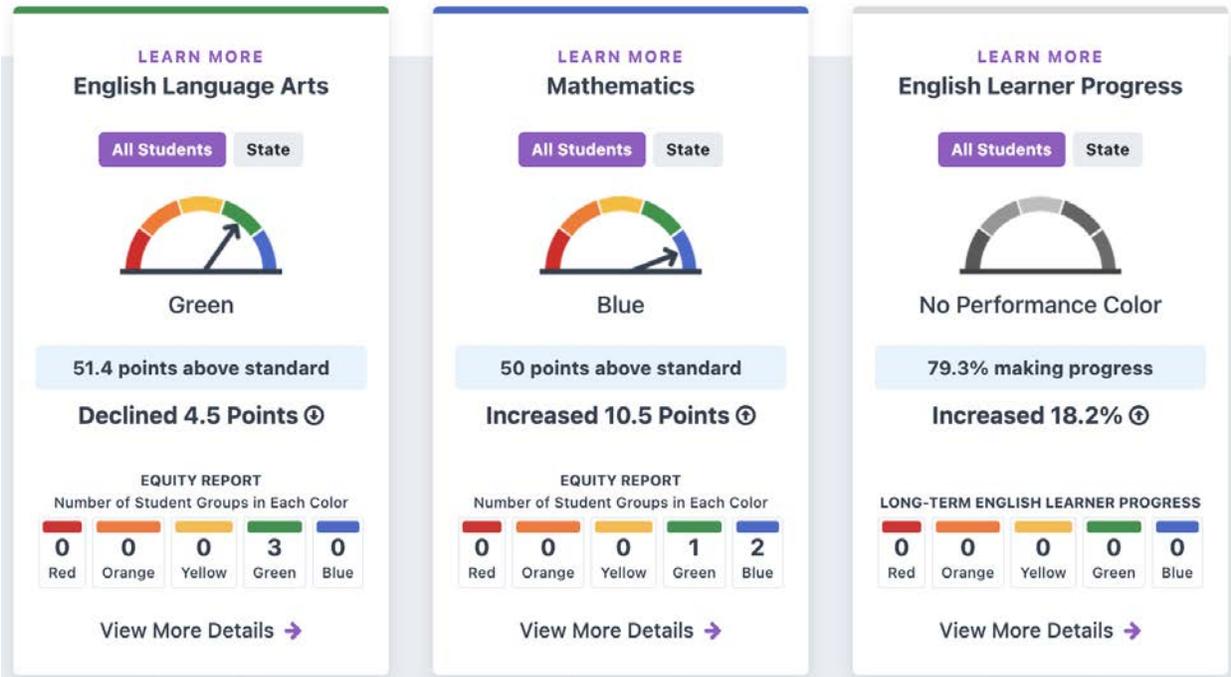
Student Achievement

The SBAC ELA data for WHECES shows a consistently strong performance over the past three years. In 2024, the school was 51.4 points above the standard, slightly down from 55.8 points above the standard in 2023, but still well above the state benchmark. In 2022, the school was 47.4 points above the standard, indicating a steady trend of high achievement in English Language Arts. This data reflects a strong and sustained commitment to academic excellence in ELA at WHECES.

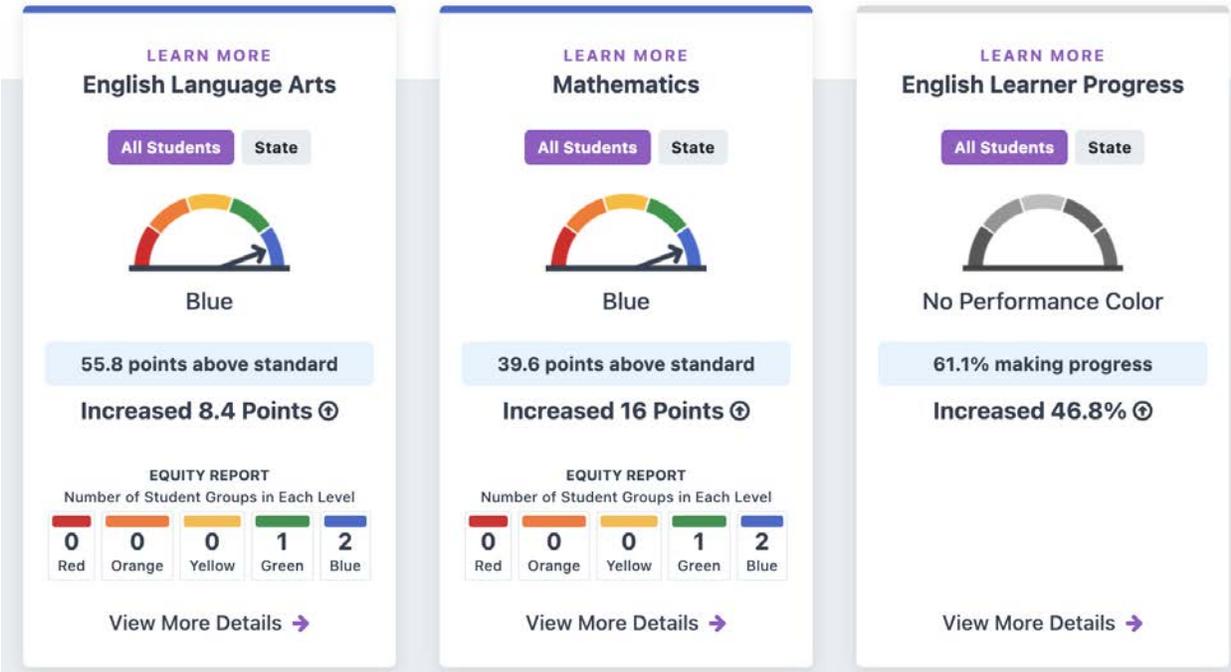
The SBAC Math data for WHECES shows significant growth in student performance over the past three years. In 2024, the school was 50 points above the standard, a notable improvement from 39.6 points above the standard in 2023. This growth is even more evident when comparing to 2022, where the school was 23.6 points above the standard. The data indicates a strong upward trend in math achievement, reflecting the school's effective strategies in strengthening math skills and student performance.

The ELPAC data for WHECES demonstrates a remarkable and consistent improvement in the progress of English Language Learners over the past three years. In 2024, 79.3% of ELL students made progress, a significant increase from 61.1% in 2023 and 14.3% in 2022. This upward trend highlights the effectiveness of WHECES' English Learner program, with a strong focus on supporting ELL students' development toward English language proficiency. The data underscores the school's success in fostering English language acquisition and academic progress among its ELL students. The ELPI (English Learner Progress Indicator) on the California School Dashboard does not have a performance color if a school has fewer than 30 English Learner students in both the current and prior year.

California School Dashboard 2024:



California School Dashboard 2023:



California School Dashboard 2022:

LEARN MORE
English Language Arts

All Students **State**

Very High

47.4 points above standard

EQUITY REPORT
Number of Student Groups in Each Level

| | | | | |
|----------|----------|----------|----------|-----------|
| 0 | 0 | 0 | 2 | 2 |
| Very Low | Low | Medium | High | Very High |

View More Details →

LEARN MORE
Mathematics

All Students **State**

High

23.6 points above standard

EQUITY REPORT
Number of Student Groups in Each Level

| | | | | |
|----------|----------|----------|----------|-----------|
| 0 | 0 | 2 | 1 | 1 |
| Very Low | Low | Medium | High | Very High |

View More Details →

LEARN MORE
English Learner Progress

All Students **State**

No Performance Level

14.3% making progress towards English language proficiency

View More Details →

Whole Child Integrated Data

Essentials

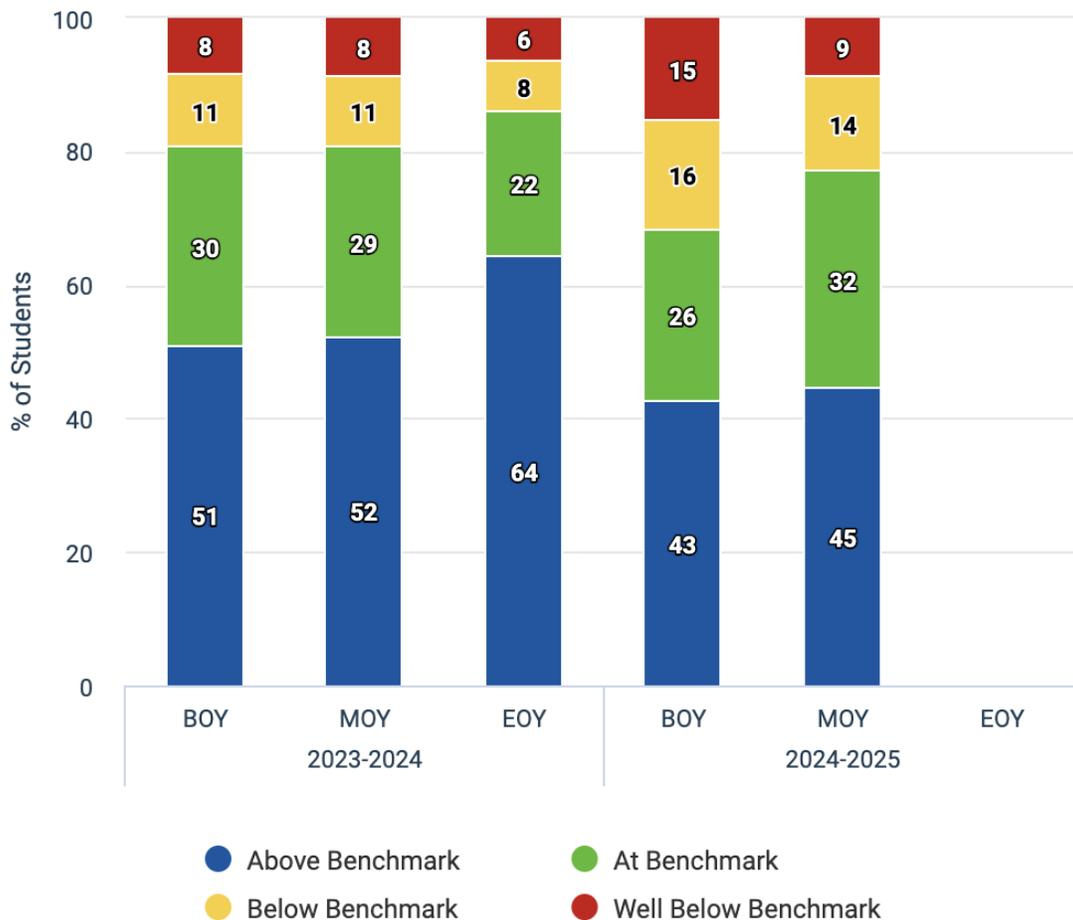
Overview

Performance Indicators

2024-2025 [TK-2] DIBELS Composite Score



Students Group by Benchmark Performance Levels



The 2023-2024 DIBELS composite scores for WHECES show consistent growth in student reading proficiency throughout the school year. At the Beginning of Year (BOY), 51% of students were above benchmark, 30% were at benchmark, 11% were below, and 8% were well below. By the Middle of Year (MOY), there was slight progress, with 52%

above benchmark and stable percentages for other groups. By the End of Year (EOY), the results showed significant improvement, with 64% of students above benchmark, 22% at benchmark, 8% below, and only 6% well below.

These results reflect strong literacy interventions and instructional strategies that effectively support student growth and reduce the percentage of students performing below benchmark.

The 2024-2025 DIBELS composite scores for WHECES indicate steady progress in student reading proficiency from the Beginning of Year to the Middle of Year. At BOY, 43% of students were above benchmark, 26% at benchmark, 16% below, and 15% well below. By MOY, the percentage of students above benchmark increased slightly to 45%, and those at benchmark rose to 32%. Meanwhile, the percentage of students below benchmark decreased to 14%, and those well below dropped significantly to 9%.

This data suggests that the school's literacy interventions are effectively supporting struggling readers, with noticeable improvements among students performing well below benchmark. Continued efforts are needed to further increase the number of students achieving above benchmark by the End of Year.

Frequency & Methods by Which Students Are Assessed

WHECES will determine the development, implementation, and use of periodic assessments based on student needs, adhering to the Education Code. The school may utilize District assessments or design its own, coordinating with the Local District as needed.

Assessment at WHECES is ongoing, enabling teachers to tailor lessons to address student strengths and weaknesses, ensuring all students reach proficiency across content areas. At the start of each year, teachers analyze data from MyData, DIBELS iReady, SBAC scores, and other sources to create instructional plans. These plans may include small group instruction, targeted assessments, or interventions.

A variety of tools provide a comprehensive picture of student achievement, with data analyzed by teachers independently, during weekly grade-level meetings, and in collaboration with administrators.

Standardized Assessments:

- SBAC (end of year)
- DIBELS/iReady (beginning, middle, end of year)
- Curriculum-embedded ELA and math assessments
- District Interim Math and ELA Assessments

Authentic Assessments:

- Portfolios, journals, work samples, and projects
- Teacher observations, checklists, and anecdotal records
- Criterion-referenced tests and publisher-provided resources

- Rubric-based performance assessments and project-based assignments

In addition, daily informal assessments such as observations, quizzes, tests, and classwork guide immediate instructional adjustments. This balanced approach ensures a thorough evaluation of student performance and supports meaningful application of knowledge and skills.

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) serves as a pivotal early childhood education program, bridging the gap between preschool and traditional Kindergarten. As the first year of a two-year kindergarten program, TK offers a supportive, nurturing environment that emphasizes developmentally appropriate practices for young learners. This foundational year not only focuses on academic readiness but also places a strong emphasis on the growth of language, literacy, and social-emotional skills. Through a rich, integrated curriculum, children are equipped with the essential skills they need for a successful transition into elementary school.

At WHECES, the primary focus is on fostering social-emotional development, while providing engaging, age-appropriate experiences in key areas such as language, literacy, mathematics, the arts, science, and social studies. Students begin to progress toward meeting the Common Core Kindergarten standards by the end of the year. Throughout most of the year, the curriculum aligns with the California Preschool Curriculum Framework and the Preschool Learning Foundations, ensuring that all instruction is tailored to the developmental needs of the children. The program is designed to offer an enriched, well-rounded educational experience that nurtures the whole child.

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.

| 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'd. |
|--------|----------------|------------------------|--|--------------------------------|--|------------------------|--|------------------------|--|-----------------------------|-----------------------------|--------------------------------|---|
| TK/K | Yes | 134 | 323 | 39 | 263 | 10 | 253 | 0 | 0 | 183 | 36000 | 56069 | 20069 |
| 1 | Yes | 134 | 323 | 39 | 263 | 10 | 253 | 0 | 0 | 183 | 50400 | 56069 | 5669 |
| 2 | Yes | 134 | 323 | 39 | 263 | 10 | 253 | 0 | 0 | 183 | 50400 | 56069 | 5669 |
| 3 | Yes | 134 | 323 | 39 | 263 | 10 | 253 | 0 | 0 | 183 | 50400 | 56069 | 5669 |
| 4 | Yes | 134 | 323 | 39 | 263 | 10 | 253 | 0 | 0 | 183 | 54000 | 56069 | 2069 |
| 5 | Yes | 134 | 323 | 39 | 263 | 10 | 253 | 0 | 0 | 183 | 54000 | 56069 | 2069 |
| 6 | No | | | | | | | | | 0 | 54000 | 0 | -54000 |
| 7 | No | | | | | | | | | 0 | 54000 | 0 | -54000 |
| 8 | No | | | | | | | | | 0 | 54000 | 0 | -54000 |
| 9 | No | | | | | | | | | 0 | 64800 | 0 | -64800 |
| 10 | No | | | | | | | | | 0 | 64800 | 0 | -64800 |
| 11 | No | | | | | | | | | 0 | 64800 | 0 | -64800 |
| 12 | No | | | | | | | | | 0 | 64800 | 0 | -64800 |

WHECES Bell Schedules

Regular Days: 134 Days

| | Start of Day | Start of Recess | End of Recess | Start of Lunch | End of Lunch | Dismissal | Instructional Minutes |
|---------------------|--------------|-----------------|---------------|----------------|--------------|-----------|-----------------------|
| TK and Kindergarten | 8:15 am | 10:00 am | 10:20 am | 11:40 am | 12:25 pm | 2:43 pm | 323 |
| Grades 1, 2 | 8:05 am | 10:00 am | 10:20 am | 12:05 pm | 12:50 pm | 2:33 pm | 323 |
| Grades 3, 4, 5 | 8:05 am | 10:00 am | 10:20 am | 11:50 pm | 12:35 pm | 2:33 pm | 323 |

Professional Development Days: 39 days

| | Start of Day | Start of Recess | End of Recess | Start of Lunch | End of Lunch | Dismissal | Instructional Minutes |
|---------------------|--------------|-----------------|---------------|----------------|--------------|-----------|-----------------------|
| TK and Kindergarten | 8:15 am | 10:00 am | 10:20 am | 11:40 am | 12:25 pm | 1:03pm | 263 |

| | | | | | | | |
|----------------|---------|----------|----------|----------|----------|----------|-----|
| Grades 1, 2 | 8:05 am | 10:00 am | 10:20 am | 12:05 pm | 12:50 pm | 12:53 pm | 263 |
| Grades 3, 4, 5 | 8:05 am | 10:00 am | 10:20 am | 11:50 am | 12:3pm | 12:53 pm | 263 |

Minimum Days: 10 (see below)

| | Start of Day | Start of Brunch | End of Brunch | Dismissal | Instructional Minutes |
|---------------------|--------------|-----------------|---------------|-----------|-----------------------|
| TK and Kindergarten | 8:15 am | 10:30 am | 10:50 am | 1:03 pm | 253 |
| Grades 1, 2 | 8:05 am | 10:30 am | 10:50 am | 12:53 pm | 253 |
| Grades 3, 4, 5 | 8:05 am | 10:30 am | 10:50 am | 12:53 pm | 253 |

Academic Calendar/Sample Daily Schedule

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

Each classroom implements a structured morning block schedule dedicated to language arts and mathematics, with the afternoon reserved for social studies, science, and enrichment activities. Sample daily schedules for each grade are provided below, detailing the subjects taught, allocated instructional minutes, and dismissal times. The bell schedules above outline adjustments for shortened days, minimum days, and banked days designated for professional development.

Grade Level Schedules

TK Schedule

| <u>Time</u> | <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
|--------------------|----------------------------------|---------------------------------|----------------------------------|---------------------------------|----------------------------------|
| <u>8:15-9:00</u> | 8:15-8:30 Morning Activities | 8:15-8:30 Morning Activities | 8:15-8:30 Morning Activities | 8:15-8:30 Morning Activities | 8:15-8:30 Morning Activities |
| | 8:30-9:00 ELA | 8:30-9:00 ELA | 8:30-9:00 ELA | 8:30-9:00 ELA | 8:30-9:00 ELA |
| <u>9:00-10:00</u> | 9:00-10:00 ELA (continued) | 9:00-10:00 P.E. Circuits | 9:00-10:00 ELA (continued) | 9:00-10:00 Computer Lab | 9:00-10:00 ELA (continued) |
| <u>10:00-10:20</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> |

| | | | | | |
|--------------------|--------------------------------|--|----------------------------------|----------------------------------|--|
| <u>10:20-11:00</u> | Math | Math | P.E. | Math | Math |
| <u>11:00-11:40</u> | Math (continued) Art | Math (continued) Second-Step | Math (continued) Art | Math (continued) Music | Math (continued) Second-Step |
| <u>11:40-12:25</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> |
| <u>12:25-2:00</u> | Social Studies Science | Social Studies Science | Social Studies Science | Social Studies Science | Social Studies Science |
| <u>2:00-2:43</u> | Review Pack Up | <u>Dismissal 1:43</u> | Review Pack Up | Review Pack Up | Review Pack Up |

Kindergarten Schedule

| <u>Time</u> | <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
|--------------------|---|------------------------------------|---|---|---|
| <u>8:15-10:00</u> | 8:15-8:30 Morning Activities 8:30-10:00 ELA Small Groups | 8:15-8:30 Morning Activities | 8:15-8:30 Morning Activities 8:30-10:00 ELA Small Groups | 8:15-8:30 Morning Activities 8:30-10:00 ELA Small Groups | 8:15-8:30 Morning Activities 8:30-10:00 ELA Small Groups |
| <u>9:00-10:00</u> | 9:00-10:00 ELA (continued) | PE Coach 8:30-9:00 | 9:00-10:00 ELA (continued) | 9:00-10:00 ELA (continued) | 9:00-10:00 ELA (continued) |
| <u>10:00-10:20</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> |
| <u>10:20-11:00</u> | Math | Math | Math | Math | Math |
| <u>11:00-11:40</u> | Science | Health | Science | P.E. | Science |
| <u>11:40-12:25</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> |
| <u>12:25-2:00</u> | Social Studies | Art | Social Studies | Social Studies | Art |
| <u>2:00-2:43</u> | Music | <u>Dismissal 1:43</u> | Reading | Theater | Reading |

Grade 1 Schedule

| <u>Time</u> | <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
|---------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <u>8:05-9:00</u> | Morning Business SEL | Morning Business SEL | Morning Business SEL | Morning Business SEL | Morning Business SEL |
| <u>9:00-10:00</u> | ELA | ELA | ELA | ELA | ELA |
| <u>10-10:20</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> |
| <u>10:20-11:30</u> | ELA (continued) | ELA (continued) | ELA (continued) | 10:55-11:30 PE | ELA (continued) |
| <u>11:40--12:25</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> |

| | | | | | |
|--------------------|-----------------------|--------------------------|-----------------------|-----------------------|-----------------------|
| <u>12:30--1:45</u> | Quiet time\ Math | Quiet time\ Math | Quiet time\ Math | Quiet time\ Math | Quiet time\ Math |
| 1:45-2:20 | SS/Science/ Health | SS/Science/ Health | SS/Science/ Health | SS/Science/ Health | SS/Science/ Health |
| <u>2:20-2:33</u> | Pack up/ Dismissal | <u>Dismissal</u> 1:33 | Pack up/ Dismissal | Pack up/ Dismissal | Pack up/ Dismissal |

Grade 2 Schedule

| <u>Time</u> | <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
|-------------------------|---|--|---|--|--|
| <u>8:05-9:00</u> | Morning Business Language Arts ELA/ELD | Morning Business Language Arts ELA/ELD | Morning Business Language Arts ELA/ELD | Morning Business Language Arts ELA/ELD | Morning Business Language Arts ELA/ELD |
| <u>9:00-10:00</u> | Language Arts ELA/ELD | Language Arts ELA/ELD | PE | Language Arts ELA/ELD | Language Arts ELA/ELD |
| <u>10-10:20</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> |
| <u>10:20- 11:00</u> | Math | Math | Math | Math | Math |
| <u>11:00- 11:40</u> | Continue Math | Continue Math | Continue Math | Continue Math | Continue Math |
| <u>11:40- 12:25</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> |
| <u>12:25-2:00</u> | SSR/Social Studies | SSR/ Social Studies | SSR/ Science | SSR/ Science | SSR/ Art |
| <u>2:00-2:33</u> | PE | <u>Dismissal</u> 1:33 | Library | Health | Health |

Grade 3 Schedule

| <u>Time</u> | <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
|-------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <u>8:05-9:00</u> | Daily Language/ Writing | Daily Language/ Writing | Daily Language/ Writing | Daily Language/ Writing | Daily Language/ Writing |
| <u>9:00-10:00</u> | Language Arts | Language Arts | P.E. | Language Arts Music | Language Arts |
| <u>10-10:20</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> |

| | | | | | |
|--------------------|----------------------|-----------------------|----------------------|----------------------|----------------------|
| <u>10:20-11:00</u> | Math Problem Solving | Math Problem Solving | Math Problem Solving | Math Problem Solving | Math Problem Solving |
| <u>11:00-11:50</u> | Math Engage NY | Math Engage NY | Math Engage NY | Math Engage NY | Math Engage NY |
| <u>11:50-12:35</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> |
| <u>12:35-2:00</u> | P.E./ Science | Social Studies | STEAM | SSR Oral Reading | P.E./ Science |
| <u>2:00-2:33</u> | Music / Art | <u>Dismissal 1:33</u> | Health Science | Social Studies | Theater / Art |

Grade 4 Schedule

| <u>Time</u> | <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
|--------------------|----------------|-----------------------|------------------|-----------------|-------------------------|
| <u>8:05-9:00</u> | STEAM | Grammar | P.E. | Grammar | Grammar |
| <u>9:00-10:00</u> | Language Arts | Language Arts | Language Arts | Language Arts | Language Arts |
| <u>10-10:20</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> |
| <u>10:20-11:00</u> | P.E. | Language Arts | Science | Writing | Language Arts |
| <u>11:00-11:50</u> | Math | Math | Math | Math | Math |
| <u>11:50-12:35</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> |
| <u>12:35-2:00</u> | Social Studies | Social Studies | Math | Science | Social Studies/ Science |
| <u>2:00-2:33</u> | Science | <u>Dismissal 1:33</u> | Science | Science | Art |

Grade 5 Schedule

| <u>Time</u> | <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
|----------------------|-----------------|-----------------------|-------------------|-----------------|-------------------|
| <u>8:05-9:00</u> | ELA | ELA | PE | ELA | ELA |
| <u>9:00-10:25</u> | ELA | ELA | ELA | ELA | ELA |
| <u>10:25 - 10:50</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> | <u>RECESS</u> |
| <u>10:50-11:15</u> | IWT | IWT | IWT | IWT | IWT |
| <u>11:15-11:25</u> | Math | Math | Math | Math | Math |
| <u>11:25-1:15</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> | <u>LUNCH</u> |
| <u>1:15-2:33</u> | History/Science | <u>Dismissal 1:33</u> | Science / History | PE | Science / History |

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.

NA

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.

To develop a robust professional development plan at WHECES, the Instructional Leadership Team (ILT) collaborates closely with teachers to identify their strengths, needs, and areas for growth while analyzing student data. Teachers also review and share student work at grade levels to ensure a cohesive and progressive path of growth from TK through Grade 5. The ILT committee leverages District experts and external resources to support school initiatives, aligning topics with LAUSD's professional development priorities.

State-mandated professional development is scheduled monthly to meet compliance with LAUSD guidelines and to update teachers on new educational initiatives. These sessions prioritize state initiatives, including the English Learner Master Plan, Special Education, Response to Instruction and Intervention (RTI²), and other district priorities.

Professional development is differentiated to address individual teacher needs. By the end of each school year, the ILT determines topics for the upcoming year. These topics include technology integration, curriculum enhancement, supplemental programs like Eureka Math, Next Generation Science Standards, arts integration, positive behavior strategies, restorative justice, Scholarly Habits and Habits of Mind, Thinking Maps, strategies for differentiation and gifted learners, intervention, English Language Learners, Special Education, and Growth Mindset. Professional development also incorporates explicit instruction on positive attitudes such as cooperation, curiosity, commitment, gratitude, creativity, compassion, communication, independence, respect, acceptance, honesty, confidence, and enthusiasm. The ILT ensures that professional development sessions are relevant, effective, and tailored to empower teachers to better serve the diverse needs of WHECES students.

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*.

Woodland Hills Elementary Charter for Enriched Studies ensures that all English Learners meet and/or exceed English Language proficiency and grade-level standards comparable to their fluent English peers. Our EL Coordinator manages the EL program and ensures the Master Plan is followed and accountabilities are met.

WHECES identifies English Learners based on the Home Language Survey. WHECES provides parents of English Learners with multiple opportunities to learn about the Master Plan instructional program options to make informed decisions regarding their child's instructional placement. Structured English Immersion and Mainstream English programs are provided and taught by certified teachers.

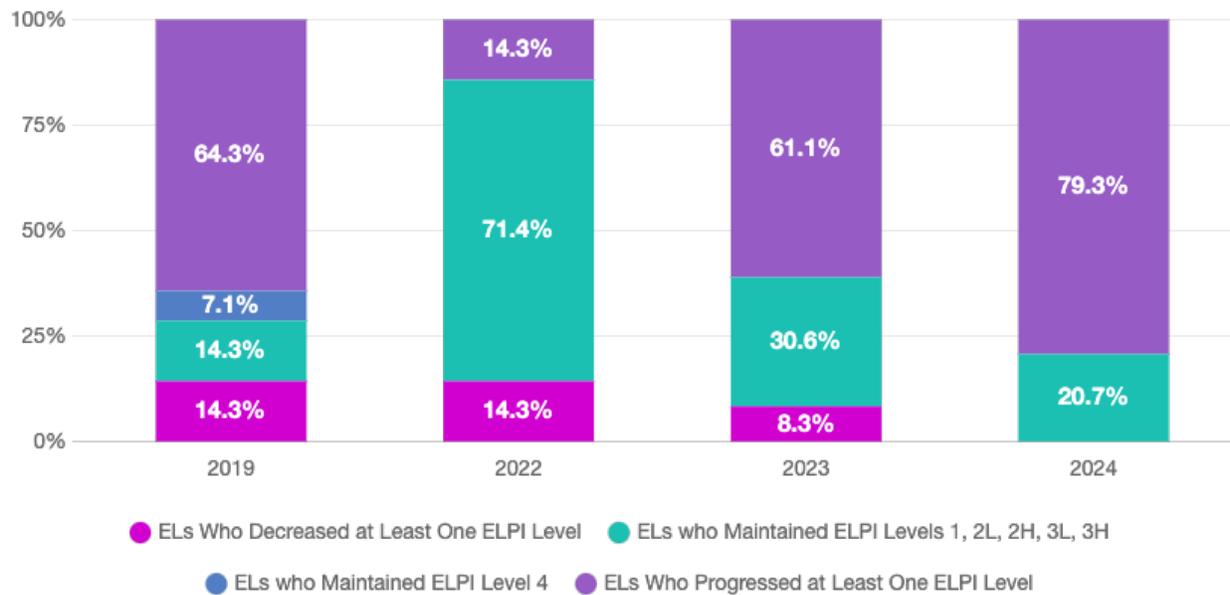
In accordance with District Policy, WHECES' teachers utilize both Designated and Integrated ELD to meet the current state ELD standards using CELDT results to guide instruction. Teachers will instruct English Learners in how English works focusing on grammatical structures and vocabulary to successfully participate in academic tasks. Concurrently, our English Learners will develop academic English within academic content across disciplines. A variety of SDAIE methods are used to meet the needs of our English Learners which include:

- scaffolding
- think-pair-share
- collaborative learning groups
- emphasis on learning vocabulary
- use of visual aids
- manipulatives
- graphic organizers
- thinking maps
- emphasis on different multiple intelligences
- translanguaging
- Culturally and Linguistically Responsive Pedagogy

A Student Support and Progress Team (SSPT) works to ensure teachers receive support in meeting the goals for each EL student. The team meets with ELD teachers twice yearly to examine growth/progress, reclassification criteria, and to answer any questions or address concerns that the teachers may have about the status of their students.

In 2024, Woodland Hills Elementary Charter for Enriched Studies saw 18.2% of its English Learner students increase their English Learner Progress Indicator (ELPI) score towards English language proficiency, while the state data showed a decline of 3%. In terms of EL progress, WHECES outperformed the state average significantly, with 79.3% of EL students making progress toward English language proficiency or maintaining the highest level (Level 4), compared to the state average of 45.7%. This demonstrates a strong and effective English Learner program at WHECES compared to statewide efforts.

The following graph from the California School Dashboard represents the performance of English Learners in terms of their progress on the English Learner Progress Indicator across four years: 2019, 2022, 2023, and 2024.



KEY TRENDS:

1. **ELs Who Progressed at Least One ELPI Level (Purple):** The proportion of students who increased in performance significantly rose from 14.3% in 2022 to 61.1% in 2023, then further to 79.3% in 2024. This reflects a strong positive trend in English learner progress.
2. **ELs Who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H (Teal):** The percentage of students maintaining these levels increased from 14.3% in 2019 to 71.4% in 2022 but then dropped to 30.6% in 2023 and 20.7% in 2024. This decline indicates a positive trend, as more students progressed to higher proficiency levels instead of remaining stagnant.
3. **ELs Who Maintained ELPI Level 4 (Blue):** The percentage of students that maintained a level 4 was at 7.1% in 2019 but is not represented in 2022, 2023 or 2024, indicating that no students stayed at this advanced level. Many EL students reclassified since 2019. In fact, 44% of our total English Learners reclassified out of the English Learner program in the 2023-2024 school year alone.
4. **ELs Who Decreased at Least One ELPI Level (Pink):** Regression of at least one ELPI level dropped from 14.3% in 2019 and 2022 to 8.3% in 2023 and disappear completely by 2024.

English Language Arts Data Comparisons: English Learners

Additional information (California School Dashboard) on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



Despite a decline of 18.5 points, the Recently Reclassified English Learners group remains a strong academic cohort, scoring 32 points above the standard. This demonstrates their solid foundation and resilience as learners. With focused interventions such as continued language support or monitoring during their transition period, this group has the potential not only to sustain their high performance but also to achieve even greater gains in the future.

This highlights their capacity for academic success and the value of providing targeted resources to support their ongoing development.

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.

At Woodland Hills Elementary Charter for Enriched Studies (WHECES), we are committed to identifying and nurturing gifted and talented students across all demographics. Our identification process aligns with the Los Angeles Unified School District (LAUSD) policies and procedures, ensuring equitable access to advanced learning opportunities.

Gifted Identification Process

Students are identified as gifted through multiple measures, including:

- **Otis-Lennon School Ability Test, Eighth Edition (OLSAT-8):** Administered in second grade, this assessment evaluates verbal and non-verbal reasoning abilities
- **Smarter Balanced Assessment Consortium (SBAC) Scores:** Students scoring advanced in both English Language Arts (ELA) and Mathematics for two consecutive years, or in either subject for three consecutive years, are considered for gifted identification
- **Teacher Referrals:** Educators refer students demonstrating exceptional abilities for further evaluation

Gifted Population Statistics

In alignment with LAUSD's goal of identifying at least 6% of each demographic subgroup as gifted, WHECES has exceeded expectations for most groups, reflecting a strong commitment to equity in gifted identification. As demonstrated by the chart below highlights include:

| Ethnicity | # Total School Population | % Ethnicity of School Population | # Identified Gifted | % Gifted Ethnicity of Total Schoolwide Gifted | % Gifted Ethnicity of Total Ethnicity |
|-----------------------------|----------------------------------|---|----------------------------|--|--|
| American Indian | 0 | 0.0% | 0 | 0.0% | 0.0% |
| Asian | 67 | 11.5% | 8 | 9.9% | 11.9% |
| Filipino | 8 | 1.4% | 3 | 3.7% | 37.5% |
| African American | 37 | 6.4% | 2 | 2.5% | 5.4% |
| Latino | 113 | 19.4% | 16 | 19.8% | 14.2% |
| White | 208 | 35.8% | 33 | 40.7% | 15.9% |
| Pacific Islander | 2 | 0.3% | 1 | 1.2% | 50.0% |
| 2 or more races/ethnicities | 79 | 13.6% | 13 | 16.0% | 16.5% |
| Unknown | 67 | 11.5% | 5 | 6.2% | 7.5% |
| Total | 581 | 100% | 81 | 100% | 13.9% |

WHECES demonstrates a strong dedication to identifying and nurturing giftedness across diverse populations, with targeted efforts to close gaps and support underrepresented groups.

Future Initiatives

To further enhance our Gifted and Talented Education program, WHECES plans to:

- We are proud that we improved our percent of Latinx students identified, exceeding our target, and are confident that we will achieve the same with our African American population, as we have in the past. To ensure we not only

reach but exceed the target of identification in all ethnic groups, many action steps are being taken.

- Because many of our African American students referred for intellectual testing in the last years have not been identified by our psychologist, GATE coordinator is actively promoting and training staff on referrals in the areas of leadership and creativity, 2 categories that we would like to see an increase in attention, and ones where we feel ethnic groups may be overlooked due to unconscious cultural bias.
- In addition, WHECES has been focusing on the “T” in GATE, actively using arts integration with programs such as SODE Dance and Drama Works, to foster and identify talent in visual and performing arts. We hope for an increase in identification in the visual and performing arts categories, where we also feel we could target more underserved groups.
- While we already cluster many of our African American students in classes with SAS-verified peers, teachers placing students into classes for the next grade level will increase these numbers so that more potential GATE students in underrepresented groups are able to experience and hone critical and creative thinking skills necessary for identification. We will also be actively looking at performance discrepancies on the OLSAT-8 for placement of students in the next grade. For example, a child showing advanced skills in the verbal category but not in the non-verbal category can develop skills by being placed with peers who excel in this category.
- While WHECES is actively participating in unconscious bias training, the staff is exploring how cultural bias can impact recognizing talents and gifts in students in all our populations, and how we can ensure that biases do not contribute to overlooking potential. Success will be measured not only in the actual increase in GATE identification numbers, but also in the enthusiasm students exhibit to participate in our many programs designed for creativity, critical thinking, and arts integration.

2023 SBAC Results for Gifted Students: English Language Arts/Literacy

| Grade | % Standard Not Met | % Standard Nearly Met | % Standard Met | % Exceeds Standard | % Meets/Exceeds Standard | # Tested |
|--------------|--------------------|-----------------------|----------------|--------------------|--------------------------|----------|
| THIRD GRADE | 0.0% | 5.5% | 11.1% | 83.3% | 94.4% | 18 |
| FOURTH GRADE | 0.0% | 0.0% | 5.6% | 94.4% | 100.0% | 18 |
| FIFTH GRADE | 0.0% | 2.9% | 25.7% | 71.4% | 97.1% | 35 |
| OVERALL | 0.0% | 2.8% | 16.9% | 80.3% | 97.2% | 71 |

2023 SBAC Results for Gifted Students: Mathematics

| Grade | % Standard Not Met | % Standard Nearly Met | % Standard Met | % Exceeds Standard | % Meets/Exceeds Standard | # Tested |
|--------------|--------------------|-----------------------|----------------|--------------------|--------------------------|----------|
| THIRD GRADE | 0.0% | 0.0% | 0.0% | 100.0% | 100.0% | 18 |
| FOURTH GRADE | 0.0% | 0.0% | 11.1% | 88.9% | 100.0% | 18 |
| FIFTH GRADE | 0.0% | 11.4% | 11.4% | 77.1% | 88.6% | 35 |
| OVERALL | 0.0% | 5.6% | 8.4% | 85.9% | 94.4% | 71 |

The SBAC data for WHECES highlights the exceptional performance of its gifted students in core academic areas. Among 3rd-5th grade gifted students, 97.2% meet or exceed the

standard in ELA, showcasing advanced proficiency in reading, writing, and critical thinking skills. Similarly, 94.4% meet or exceed the standard in math, reflecting strong abilities in problem-solving, numerical reasoning, and mathematical fluency.

These achievements demonstrate the success of WHECES' rigorous academic programs, differentiated instruction, and commitment to nurturing gifted learners. The data also underscores the school's ability to consistently foster academic excellence and prepare students for future educational success. WHECES' high standards and focus on advanced learning opportunities clearly benefit its gifted student population, setting a benchmark for academic achievement.

At WHECES, students who demonstrate high achievement, but who do not qualify for official gifted identification will be offered the same opportunities as identified GATE students. Differentiated instruction is at the core of our program and occurs school wide. Teachers receive and seek out extensive professional development in the use of the Big Idea, Universal Concepts, Content Imperatives, Depth and Complexity icons, Depth of Knowledge, Bloom's Taxonomy, Thinking Maps, Scholarly Habits, Habits of Mind, Project Based Learning and Social Emotional Needs of the Gifted. WHECES consistently applies current research-based developments in educating the gifted and talented student.

Teachers plan and implement differentiated common core standards-based lessons that allow students exposure to greater depth, complexity, novelty, acceleration, and choice of product. Teachers participate in at least 16 hours of professional development annually, on classroom differentiation strategies which include individualized extensions of the curriculum, problem solving activities, creative and innovative products, and acceleration and compacting of the curriculum. Students demonstrate 21st century skills while communicating and researching through one-to-one chrome books or iPads in grades TK-5, projectors and document readers such as the ELMO in each room and Promethean boards in first through fifth grades, and a state-of-the-art media lab to be opened in 2025-2026. Across the disciplines, students work in small groups and independently to complete investigations, projects, and outreach programs to help improve society. WHECES uses LAUSD assessment tools to evaluate student progress in the GATE program.

By implementing these initiatives, WHECES reaffirms its commitment to providing tailored support and resources to address each student's individual educational and social-emotional needs, ensuring that all students have the opportunity to achieve their highest potential.

Students Achieving Below Grade Level

Students achieving below grade level are identified through multiple measures, including classroom assessments, anecdotal records, teacher observations, benchmark rubrics, and checklists. Additional tools such as DIBELS, iReady, and SBAC interim assessments for reading, writing, and math are also utilized. Interim Block Assessments in both ELA and Math are administered throughout the year to identify students performing below grade level. Summative data is gathered from the Smarter Balanced Assessment and the 5th grade California Standards Test in Science. Formative assessments, as mentioned

above, are conducted several times throughout the year to gauge student progress and inform instruction, while summative assessments occur once annually.

Multiple interventions for students in need are provided including:

- Consistent, cohesive first teaching rooted in research-based strategies
- Small group intervention in the class with the teacher and the assistant
- Student Support and Progress Team
- Intervention and Resource rooms
- After-school high-dose tutoring targeting specific areas of need in math and ELA
- Small group intervention by the Intervention Coordinator
- Psychiatric Social Worker individual and small group counseling
- Parent workshops

Teachers, alongside the Instructional Leadership Team, analyze data from both formative and summative assessments to identify students who are not meeting grade-level standards. They then plan and implement differentiated, targeted instruction tailored to meet each student's needs. Teachers and aides provide small-group and individualized pre-teaching and re-teaching. A variety of instructional modalities are used to engage students based on their learning styles. Teacher-led after-school tutoring is also budgeted for and provided as needed.

Students receive prescriptive instruction based on their identified areas of need. Teachers address the needs of students performing below grade level, as determined by formative and summative assessments, through high-quality first teaching. This approach includes Tier 1: Core Curriculum and Instruction, Tier 2: Strategic or Supplemental Instruction and Intervention, and Tier 3: Intensive Instruction and Intervention. Instructional strategies may involve small group or individual teaching, chunking assignments to enhance comprehension, pre-teaching and re-teaching content, repetition, providing additional time and practice, offering various ways to teach and express knowledge, and using additional resource materials. These strategies, applied through the cycle of inquiry, are executed with the necessary intensity, duration, and frequency to support student progress.

An Intervention Coordinator works closely with classroom teachers to provide targeted in-class support and facilitate additional intervention outside the classroom. This role involves collaborating with teachers to identify students who require extra assistance based on assessment data, classroom performance, and individual needs. The Intervention Coordinator helps to design and implement individualized learning plans, providing strategies to address specific areas of weakness. In the classroom, the coordinator supports teachers by modeling effective instructional practices, differentiating instruction, and monitoring student progress. Outside of regular class time, the coordinator may also coordinate small-group or one-on-one sessions, offering targeted instruction and reinforcing concepts students are struggling with. Additionally, the coordinator ensures that students receive the necessary resources and tools to succeed, whether through additional learning materials, tutoring services, or support from educational aides.

The TSP Coordinator plays a pivotal role in supporting the academic and social-emotional success of targeted student populations, including English Learners, foster youth, and low-income students. In the classroom, they assist with differentiated instruction, co-teaching, and modeling effective strategies to meet the unique needs of diverse learners. Beyond the classroom, they provide professional development for staff, build strong family partnerships through outreach and workshops, and ensure compliance with district and state guidelines. Through data-driven interventions, equity-focused initiatives, and collaborative efforts, the TSP Coordinator works to close achievement gaps and empower all students to thrive.

The Student Support and Progress Team meetings are held with the classroom teacher, parents, peer teacher(s), and an Intervention Coordinator/Administrator Designee. The team collaborates to gather relevant information, assess the student's strengths and needs, and develop a tailored plan to help the student successfully access the curriculum in the classroom. This plan outlines specific interventions, resources, and strategies that will be implemented to support the student's learning.

Once the plan is developed, it is shared with all parties involved in supporting the student's progress. The team ensures that everyone is aligned in their efforts to address the student's academic and behavioral needs. The steps in the SSPT action plan are carefully monitored and followed up within six weeks to assess their effectiveness. If necessary, adjustments are made to the plan based on the student's progress, with the goal of continually improving outcomes and ensuring the student's success in the classroom.

In addition, Woodland Hills Elementary Charter for Enriched Studies is committed to addressing not only the academic needs of students but also their social-emotional well-being. Students experiencing emotional challenges such as grief, depression, anxiety, loneliness, or anger are referred for individualized one-on-one counseling or group sessions, led by our school-based district Psychiatric Social Worker. These counseling services provide a safe and supportive space for students to process their emotions, develop coping strategies, and receive the guidance needed to thrive academically and emotionally.

Socioeconomically Disadvantaged

Woodland Hills Elementary Charter for Enriched Studies identifies socioeconomically disadvantaged (SED) students as those qualifying for free and reduced meals, which comprise approximately 29.7% of the student population. This responsibility is overseen by the cafeteria manager and administration. Administration and staff actively monitor and provide interventions to ensure these students have equitable access to the tools, resources, and academic support necessary to prepare them for college and career readiness.

WHECES ensures equal opportunities for all students by providing access to:

- **Arts integration:** Enrichment instruction for TK-5 students through district arts programs, weekly music and theater lessons, and enhanced arts opportunities

- **Social skills development:** Direct instruction through programs like *Second Step*, integrated social emotional learning and character-building activities, the daily Kindness Challenge, and an annual Kindness Week held in January
- **Intervention programs:** Tutoring services provided during the school day as well as high dose tutoring after school to target academic gaps and boost student success
- **Counseling services:** Individual or group counseling sessions provided by our PSW
- **Field trips and experiential learning:** to enhance hands-on educational experiences
- **Scholarships:** Financial assistance for after-school enrichment programs
- **Access to essential materials:** Books, supplies, and other academic tools
- **Online learning platforms:** Access to District provided digital learning tools like IXL, Amplify, Discovery Education, NewsELA, McGrawHill, Paper, Canva, Great Minds InSync to supplement learning

Socioeconomically disadvantaged students are also provided opportunities to be evaluated for the Gifted and Talented Education program. They may qualify by scoring in the 90th percentile or above on the OLSAT, in addition to receiving a teacher recommendation.

The administration and staff strictly adhere to all aspects of students' Individualized Education Programs (IEPs). Student Support and Progress Team meetings are conducted as needed to address academic, behavioral, or other challenges, ensuring tailored interventions for student success. Special Education teachers and aides utilize the Response to Intervention (RtI) model to support students struggling to meet grade-level standards. The WHECES Special Education program complies with the District Validation Review (DVR) process, meeting all district protocols for goal setting and evaluations for students with special needs.

Woodland Hills Elementary Charter for Enriched Studies has demonstrated significant academic success. According to the most recent California Dashboard data, socioeconomically disadvantaged students at WHECES are performing 21.8 points above standard in English Language Arts. This compares to 40.9 points below standard for socioeconomically disadvantaged students across the state.

In Mathematics, WHECES students are performing 13.9 points above standard, while socioeconomically disadvantaged students statewide are performing 78.2 points below standard.

This remarkable achievement highlights the effectiveness of the school's programs and support systems in addressing the needs of socioeconomically disadvantaged students. WHECES is dedicated to continuing to provide resources and interventions aimed at ensuring these students' academic success and further closing achievement gaps.

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

Woodland Hills Elementary Charter for Enriched Studies (WHECES) will provide tailored support and resources to address each student's individual educational and social-emotional needs. Teachers and administrators will closely monitor students' social, emotional, and academic progress to ensure they receive appropriate interventions. Services and materials may include tutoring, counseling, and essential supplies.

The school's Psychiatric Social Worker (PSW) will offer weekly individual and group counseling sessions for students requiring additional support. These therapeutic sessions address a range of issues, including those related to school, family, or the community.

A staff member will be designated as the Homeless Education Program Coordinator to implement the district's Homeless Education Program. This coordinator will provide advocacy and referral services to assist families in transition.

Additionally, a Foster Youth Achievement Point Person will be assigned at WHECES to enhance educational opportunities and outcomes for students in foster care. This point person will collaborate with the District's Foster Youth Coordinator, community agencies, and social workers to ensure the success and well-being of foster youth students.

WHECES is also committed to supporting its African American students, offering culturally relevant programs and resources to promote academic success. Teachers and staff will work closely with African American families to ensure students receive the support they need both academically and socially.

For Charter Schools Identified as "High Performing" by the CDE

At Woodland Hills Elementary Charter for Enriched Studies, we actively share our successful practices in arts integration, collaboration, problem solving, critical thinking, communication, and differentiated instruction with other schools, particularly those serving diverse learners, including special needs students, gifted learners, twice-exceptional students, and English Language learners. We partner with local colleges and universities to host student teachers, allowing future educators to learn from our innovative practices before entering the workforce. We also invite teachers from other schools to visit Woodland Hills to observe how we use arts integration to support diverse learners. Additionally, administrators and coordinators participate in Instructional Rounds, where they tour our school and observe lessons. Our coordinators and administration actively engage in Instructional Leadership Teams with other schools, sharing best practices and fostering collaboration.

“A TYPICAL DAY”

Nestled in the picturesque, tree-lined hills of the west San Fernando Valley, Woodland Hills Elementary Charter for Enriched Studies is a beautiful campus with Spanish-tiled roofs, originally constructed in 1925. Visitors are immediately struck by the school's charm: vibrant murals, meticulously maintained planters, the thriving EnrichLA Garden program, and well-equipped play areas. However, the true highlight is the vibrant, hardworking, and happy learning community thriving within this historic campus.

Teachers, staff, parents, and students take immense pride in the school's exceptional academic achievements and student outcomes, as reflected in the California School Dashboard. The school consistently demonstrates high performance in English Language Arts and Mathematics, achieving “Green” or “Blue” status, the highest performance levels, year after year. Chronic absenteeism remains below state and district averages, showcasing strong student engagement and a commitment to learning. Additionally, the Dashboard highlights progress in narrowing achievement gaps among student groups, reflecting the school's dedication to equity and inclusivity.

The campus offers a variety of spaces and resources to support its robust academic and arts programs, including a well-stocked library and one-to-one devices for all students. A key component of our curriculum is the integration of the arts into all areas of learning. Students engage with a wide range of programs that include theater, visual arts, music, and dance, ensuring that creativity is woven into the fabric of their education. From incorporating music and storytelling in language arts lessons to using visual arts and design in science and math projects, the integrated arts curriculum fosters critical thinking, collaboration, and innovation.

The arts are further emphasized through specialized classes and activities, such as theater arts skills embedded into the curriculum. This approach combines drama-based learning techniques with curricular content, helping students develop creativity, critical thinking, and collaboration skills. Classroom plays and performances based on academic subjects bring concepts to life, enriching students' understanding and boosting their confidence. The music program includes unique elements such as African drumming, which introduces students to diverse cultural rhythms, and scoring a story, where students create original music compositions to accompany narratives, enhancing their storytelling

and composition skills. Along with visual arts projects that span traditional and digital media, and a dedicated dance program that introduces students to various styles and cultures, these programs enhance physical expression, creativity, and confidence. These arts programs, supported by our S.T.E.A.M.-focused agenda, empower students to explore their passions and talents while enriching their academic journey.

In the classrooms, visitors will find a highly qualified, experienced teaching staff passionately dedicated to delivering the highest-quality education. These educators work tirelessly beyond the school day to create a nurturing, inspiring, and stimulating environment. Students are held to high behavioral and academic expectations and are encouraged to take ownership of their learning.

The staff continuously enhances their expertise in technology, arts integration, and differentiated instruction to meet the needs of all learners, including Special Education students, Gifted and Talented students, English Language Learners, and at-risk students. With the support of classroom accommodations, resource teachers, paraprofessionals, and itinerant specialists, all students are fully included in general education settings and given the tools to succeed. After school, tutoring and enrichment courses further complement the school’s rigorous programs, ensuring a well-rounded educational experience.

The success of Woodland Hills Elementary would not be possible without the unwavering support of parents and the local community. Volunteers play a vital role in classrooms, physical education programs, and extracurricular activities. The school’s booster club, Parents and Teachers Together (PATT), raises funds to support enriching activities for all students, while local businesses and neighbors actively contribute to the school’s educational goals.

We warmly invite visitors to experience the exceptional environment at Woodland Hills Elementary Charter for Enriched Studies, where every adult is dedicated to meeting students at their individual levels and guiding them toward exceeding academic standards while nurturing a lifelong love of learning. Below is an overview of our school’s typical daily routine.

| Activity Time Block | Description Structure & Strategies | Integrated Opportunities for Program Enrichment | Outcomes |
|---|--|--|---|
| Morning Routine Community Assembly (& Morning Announcements) 8:00-8:15am | Morning assembly, held once per month; augmented by principal announcements, Students of the Month, school events and PATT presentations | -Flag Salute -Character counts -Recognition of attendance -Dedications/inductions | -Engage all community members in one setting, consistently -Venue to dispense timely, critical initiatives, student code of honor, and upcoming events -Enlist broad-based stakeholder participation -Opportunity to celebrate and reflect on achievements |
| Language Arts Block 8:05-10:00 am | Team teaching in flexible groups of | -Cooperative Grouping -Differentiated curriculum for different learning groups | -Provide a stimulating, engaging & challenging environment |

| | | | |
|---|---|--|--|
| | <ul style="list-style-type: none"> standards-based content using CKLA, enhanced with Core Literature -small group instruction -integrated arts -Lecture/discussion -Teacher collaboration -Departmentalized thematic unit extensions -Universal Themes -Writing | <ul style="list-style-type: none"> -Hands-on, inquiry based instruction -Literature circles - Red Hot Root Words -Wordly Wise -Flexible Grouping | <ul style="list-style-type: none"> for each and every student -Cross disciplinary projects as means to enhance critical thinking, resourcefulness -Cross curricular learning through the creative use of technology to create end products that meet all learning modalities -Effective writing, speaking and comprehension skills |
| <p>Independent Work Time 10:20-10:50 am</p> | <ul style="list-style-type: none"> -Writing Extensions -Thematic Unit Extensions -Differentiation (GATE, ELL, Resource) Re-teaching Skills | <ul style="list-style-type: none"> -Library | <ul style="list-style-type: none"> -Grade level reading -Critical reading and math skills -Writing process and revision -adaptive ELA application |
| <p>Mathematics Block 10:50-12:00</p> | <ul style="list-style-type: none"> -Eureka Math -small group instruction -integrated arts -Departmentalized Instruction -Cooperative Learning -Hands-on Manipulative Math -Intervention | <ul style="list-style-type: none"> -Flexible Grouping -Hands-on equations -digital supplements to Eureka - IXL -TenMarks -Marilyn Burns -Marcy Cook | <ul style="list-style-type: none"> -Students reach benchmark, proficient or advanced levels of proficiency in district, state and teacher generated assessments -Refined teaching content with supplemental sources to create students who effectively apply math problem solving skills to real world scenarios |
| <p>Lunch 12:40-1:10</p> | <ul style="list-style-type: none"> -Sustenance -Recycle -Physical Activities | | <ul style="list-style-type: none"> -Global awareness -Cooperative play -Character education |
| <p>Afternoon Routine Social Studies Science and Art Block 1:00-2:37</p> | <ul style="list-style-type: none"> -Standards-based curriculum - Interactive/hands-on modalities to illuminate abstract concepts. These days alternate to allow for a concentration of activity on alternating days | <ul style="list-style-type: none"> - State and district standards-based curriculum - Interactive activities & models - Hands-on Science Lab - Science Journals - Simulations -DBQ's -Project Based Units - Learning through the arts, musicals, multicultural dances, studying photography and paintings - Exhibits and Presentations - History simulations - Field Trips - Character Counts | <ul style="list-style-type: none"> - Full integration of arts & academics with real world examples - Cause & Effect -Citizenship -Understanding of the world we live in - Connection of History to modern life |
| <p>Afterschool Programs 2:30-6:00</p> | <ul style="list-style-type: none"> -Woody's Club -Youth Services -Woody's Enrichment | <ul style="list-style-type: none"> -Social development -Physical development -Artistic opportunities -Scientific exploration -Academic support -Musical development | <ul style="list-style-type: none"> -Independent thinking -Curriculum enhancement -Team building |

| | | | |
|---------------------------------|--|---|---|
| | | -Technology skills | |
| Classroom Integrated Enrichment | PE /Music /Dance/ Theatre Depth & Complexity Acceleration Habits of Mind Drama Works | -Our school is unique in that we'll have an enrichment program embedded in our classrooms on a daily basis. | Express through various art forms, knowledge and understanding of other disciplines. Students will examine and formulate deeper understandings by integrating the arts. |

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.

The staff at Woodland Hills Elementary Charter for Enriched Studies believes that a strong educational foundation is fostered by highly trained, knowledgeable teachers and support staff who are continually empowered through relevant professional development and collaborative vertical team planning. Teachers implement a rigorous, differentiated curriculum aligned with the Common Core State Standards and the Next Generation Science Standards (NGSS). Student outcomes are guided by the educational goals, targeted actions, and measurable results outlined in the eight state priorities of the Local Control Accountability Plan (LCAP), as detailed in Element One.

1. Basic Services

All students will receive instruction from highly qualified teachers who hold a current California teaching credential and have access to appropriate instructional materials.

2. Implementation of Common Core State Standards

Teachers will collaborate with the Instructional Leadership Team to update current pacing plans and develop lessons to ensure the implementation of CCSS to all students.

3. Parent Involvement

The school will increase the number of parents completing the school experience survey, increase training for parents on academic initiatives, and support parents in the learning of their students.

4. Student Achievement

WHECES will annually increase the number of students achieving proficiency level or above as measured by the CAASPP, SBAC, ELA and Mathematics, and increase the number of English Learners that reclassify.

5. Student Engagement

The school will annually increase student attendance and decrease absenteeism to foster student engagement and positive student outcomes.

6. School Climate

The school will maintain a positive school climate for students by providing strategies and support committees that deter discipline problems.

7. Broad Course of Study

The school will provide the core subjects of ELA, math, history/social studies, science, health, physical education and offer a comprehensive enrichment program to 100% of its students.

8. Other Priorities

The school will implement a strategic intervention system school wide in Language Arts and Math that is accessible to 100% of students who need additional academic support.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Teachers in grades K-5 administer end-of-unit assessments in Math and English Language Arts to evaluate mastery of skills taught in each unit. These assessment results are analyzed to identify students needing intervention and guide instructional adjustments.

All students in grades K-5 participate in beginning, middle, and end-of-year benchmark assessments to monitor academic progress and inform instructional planning, ensuring they meet or exceed grade-level standards.

In May of each year, students in grades 3-5 take the Smarter Balanced Assessment Consortium in English Language Arts and Mathematics. Fifth-grade students also take the California Science Test (CAST) and participate in the California Fitness Gram to assess physical fitness levels.

English Learners are assessed using the English Language Proficiency Assessments for California (ELPAC) upon enrollment and annually thereafter.

The overarching goal at Woodland Hills Elementary Charter for Enriched Studies is for students to consistently achieve within the top 10% of those exceeding benchmark scores across the District and within all student subgroups.

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.

All students in grades TK-2 will take the DIBELS benchmark assessment, and students in grades 3-5 will take the iReady benchmark assessment three times per year (beginning, middle, and end of the year). The beginning-of-year assessment establishes a baseline for reading and comprehension levels, identifying students who require intervention. The middle and end-of-year assessments measure progress and evaluate the effectiveness of the implemented intervention strategies.

For students in grades 3-5, the Smarter Balanced Assessment Consortium Interim Assessment Blocks (IABs) are administered throughout the year in English Language Arts and Mathematics. These assessments evaluate student knowledge in reading comprehension, writing, and math skills. Teachers analyze the IAB results to refine lesson planning, improve classroom instruction, and implement targeted intervention strategies for students performing below or near grade-level standards.

The school-wide use of iReady provides detailed reports to identify students performing below grade level in specific reading and math areas. Based on these reports, tailored

program lessons targeting identified needs are delivered in small group settings to support student growth and achievement.

Weekly ELA assessments offer ongoing insights into student understanding of standards, helping teachers identify areas requiring review and additional intervention strategies. These assessments inform data-driven planning during grade-level collaboration meetings, shaping small-group instruction and after-school intervention programs designed to accelerate student progress.

In Mathematics, Engage New York Math Exit Tickets are regularly administered across all grade levels. These exit tickets provide immediate feedback on student progress, guiding teachers in adjusting instruction to meet the needs of individual learners effectively.

Students in grades 3-5 take the SBAC for English Language Arts and Math, while English Learner Proficiency Assessments for California evaluate English Learners' development. Fifth-grade students also take the California Science Test to assess proficiency in science.

Authentic assessments are essential for continuously evaluating student needs and guiding targeted instruction. These assessments include portfolios, journals, work samples, and projects that showcase student progress and application of knowledge. Teachers also use homework, classroom observations, anecdotal records, checklists, and custom-designed tests to track comprehension and engagement. Publisher-provided criterion-referenced tests and rubrics ensure alignment with curricular goals, while performance-based assessments allow students to demonstrate learning in real-world contexts. This varied approach provides a comprehensive view of student growth and mastery.

DATA ANALYSIS AND REPORTING

Woodland Hills Elementary Charter for Enriched Studies is committed to data-driven decision-making to ensure the success of all students, monitor overall school performance, and set meaningful goals for improvement. The school employs a systematic approach to analyzing and utilizing data, with specific practices including:

- **Ongoing Evaluation of Multiple Data Sources:** Teachers and administrators continuously analyze data from various assessment tools, including district, standardized, and authentic assessments. This analysis guides instructional decisions and helps identify students in need of targeted interventions.
- **Parent Communication:** Assessment results are shared with parents regularly through progress reports, parent-teacher conferences, and other communications to ensure transparency and collaboration in supporting student growth.
- **Public Data Sharing:** School-wide performance data is presented during governance meetings, LSLC meetings and Chats with the Principal, providing a platform to discuss program development, educational intervention priorities, and long-term school improvement goals.

By leveraging data from diverse sources, WHECES ensures that instructional practices and intervention strategies are both timely and effective, fostering an environment of continuous improvement for all students.

How Student Progress is Reported to Families

At Woodland Hills Elementary Charter for Enriched Studies, classroom teachers play a pivotal role in assessing students' achievements and monitoring their progress. Teachers maintain direct communication with families to keep them informed and engaged in their child's learning journey.

Weekly Communication: Teachers send home student work weekly, providing parents with insight into their child's performance on classwork, homework, and assessments. This regular feedback allows parents to monitor progress and address any concerns with the teacher promptly.

Progress Alerts: Parents receive a six-week "Need to Improve" notice if their child is not meeting current grade-level standards for the reporting period. This notice outlines the specific subjects where improvement is needed, encouraging collaboration between parents and teachers to support the student's success before the reporting period ends.

Parent-Teacher Conferences: Formal parent-teacher conferences are held at the end of the first reporting period for grades TK-5 to review student progress. Additional conferences can be requested by either parents or teachers throughout the year as needed.

Standards-Based Reporting: The LAUSD Progress Report utilizes a 4-point scoring rubric aligned with daily classroom assignments. Scores reflect proficiency levels:

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

The report covers academic standards in Language Arts (reading, writing, listening, speaking), Mathematics, History/Social Science, Science, Health, Physical Education, and the Arts. It also evaluates Characteristics and Behaviors of a College-Prepared and Career-Ready Learner in the following categories:

- Effectively Communicates and Collaborates
- Understands Other Perspectives
- Thinks Critically, Solves Problems Creatively, and Values Evidence
- Acts Responsibly, Ethically, and is a Productive Citizen
- Uses Technology and Digital Media Strategically and Capably

By combining regular communication, timely progress alerts, formal conferences, and detailed reporting, WHECES ensures families remain active partners in their child's educational growth.

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

Composition of the WHECES Governance Council

The Governance Council consists of representatives from various stakeholder groups, ensuring a balanced decision-making process that reflects the interests of the school community. The principal serves as a key leader and advisor, providing guidance and oversight. Three elected teachers represent the faculty, contributing their expertise on instructional matters. One classified staff member, such as office personnel or an instructional aide, offers insight into school operations and support services. Five elected parents or guardians serve as representatives of the parent community, ensuring family perspectives are considered in school decisions. Additionally, one community member from the local area brings external expertise and support to the council. Together, these members collaborate to guide charter budget allocations and supplies to support academic initiatives in alignment with the school's mission and goals.

While achieving consensus among all Council members will be the primary goal, if consensus cannot be reached, decisions will be made by a simple majority vote of the members present. An exception applies to changes in the Bylaws, which must be approved by a two-thirds majority of the Council.

Any stakeholder may bring new business to the attention of the Governing Council by contacting the principal, a Council member, or the appropriate standing committee. Each standing committee will include representatives from the parent body and teaching staff, forming the foundation for collaborative policy decision-making at WHECES.

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

Parents play an integral and active role in the success of Woodland Hills Elementary Charter for Enriched Studies. The collaboration between parents and educators is a cornerstone of our mission, enabling us to provide a dynamic, enriched educational experience for every child. This tradition of strong parent engagement is a key factor in maintaining the high standards and achievements of WHECES.

Parents are actively encouraged to participate in decision-making processes at all levels. Their involvement helps shape the school's direction while reinforcing our commitment to excellence and equity. Interested parents are encouraged to run for a position on our Local School Leadership and/or Governance Council.

Parents also serve on our Safety Committee and PBIS, Positive Behavior Intervention, Committee.

Methods by Which Schools Consult with Parents and Teachers Regarding School's Educational Programs

School Governance

The Governing Council and its committees play a pivotal role in ensuring that Woodland Hills Elementary Charter for Enriched Studies meets the evolving needs of its students. These bodies provide a forum for direct parent and teacher involvement in reviewing and refining the school's educational program.

Additional Parent Involvement Opportunities

Parent involvement is essential to the success of Woodland Hills Elementary Charter for Enriched Studies. Opportunities are available for all parents, whether they stay at home or work full-time. These opportunities include participation in events such as Back-to-School Night, Open House, Parent/Teacher Surveys, Parent/Teacher Conferences, the Fall Festival, safety valet, other fundraising events, classroom activities, campus beautification projects, and the monthly PATT meetings.

WHECES also communicates opportunities for involvement through its website, automated phone calls via ConnectEd, emails via Blackboard Connect and other school communication channels. Teachers foster collaboration through weekly meetings, professional development sessions, and regular faculty discussions.

The support and dedication of parents are fundamental to the legacy of excellence at Woodland Hills. Parents play a vital role in making the school a thriving part of the community and in sustaining the diversity and enrichment of its educational program.

It is important to note that a parent's inability to participate does not impact a student's admission or enrollment at WHECES.

While achieving consensus among all Council members will be the primary goal, if consensus cannot be reached, decisions will be made by a simple majority vote of the members present. An exception applies to changes in the Bylaws, which must be approved by a two-thirds majority of the Council.

Any stakeholder may bring new business to the attention of the Governing Council by contacting the principal, a Council member, or the appropriate standing committee. Each standing committee will include representatives from the parent body and teaching staff, forming the foundation for collaborative policy decision-making at WHECES.

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

WHECES will conduct eight prospective parent tours per school year. Student enrollment for the upcoming school year will begin annually, typically beginning in February. Resident families may receive application and enrollment information at the tour, on the school website, or by visiting or calling the school office.

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:

- **LAUSD Students**

- Siblings

Prospective students who (a) are siblings of students enrolled in grades TK-4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **second** admission preference.

- Other LAUSD Students

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

- **California Students**

- Siblings

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

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.

□ 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 February in the auditorium and on zoom. 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, we use a Google randomizer, which automatically generates random selections based on input criteria, ensuring a fair and unbiased process through algorithmic randomization.

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)(l).)

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.

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

Woodland Hills Elementary Charter for Enriched Studies (also referred to herein as “WHECES”, “District Affiliated Charter School” and “Charter School”) shall:

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

including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

Local Control Funding Formula (LCFF) Requirements

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

Curriculum and Instruction

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

Transitional Kindergarten

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

Academic Calendar and Schedules

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

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Gifted and Talented Students and Students Achieving Above Grade Level

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

Students with Disabilities

Special Education

The District shall continue to serve the needs of students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the

District and shall be responsible for adhering to the provisions of the IDEA, California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools.

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

a. General Requirements

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment, or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education status.

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and submit to the District all required reports.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review (“DVR”).

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. All employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools. The District Affiliated Charter School will implement the programs and services, including providing related

services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students' IEPs immediately upon the students' enrollment regardless of the types of service provider (i.e., school-based, NPA, or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with federal and state law and District policies and procedures.

c. Assessments

Unless circumstances indicate otherwise, the referral process shall include Student Support and Progress Team (SSPT) meetings to review prior interventions, accommodations, and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

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

The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter

School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

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

f. Inclusion

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

g. Staffing Requirements

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

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

h. Student Discipline

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District

shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

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

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

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

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

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

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School. The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

Certificated Personnel

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

Classified Personnel

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

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

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

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

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

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

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

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

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

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (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**

- **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

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.

serves K-5, insert “K-4” at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

□ Other California Students

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

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

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

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

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any

admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving

school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOL ZONE ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in a Charter School, except to the extent that such a right is extended by the school district.

A student residing within the territorial boundaries of the District who chooses not to attend a Charter School may contact School Management Services and Demographics to seek assistance in enrolling in a District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school's charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending the Charter School may attend a public school within the student's school district of residence in accordance with applicable law and that school district's policies and procedures or seek enrollment at another charter public school pursuant to applicable law and the terms of that school's charter.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

As a District Affiliated Charter School, all administrators, faculty, and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

Charter School agrees to resolve any claim, controversy, or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate Region and the Charter Schools Division in accordance with the procedures set forth below:

- 1) Notification of any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice

if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: [Enter name of school here.]
c/o School Principal
[Enter street address of school here.]
[Enter city, state, and zip code here.]

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

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

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

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

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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