

Los Angeles Unified School District  
Charter School Application



**Petition for Conversion to Affiliated Charter**  
**Submitted by**  
**El Oro Way Charter for Enriched Studies**

Original Draft:  
March 15, 2012

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LOS ANGELES UNIFIED SCHOOL DISTRICT  
Charter Schools Division

Letter of Intent to Apply for a Charter School

Name of proposed charter school	El Oro Way Elementary		
General location of proposed charter	Granada Hills		
Projected Grade Levels-Year 1	K-5	Projected Grade Levels-Year 5	K-5
Projected Enrollment-Year 1	539	Projected Enrollment-Year 5	539

Lead Petitioner Information:

Name	SooJoon Choi		
Address	12230 El Oro Way		
Phone number(s)	8183602288	Fax	8183603264
E-mail address	soojoon.choi@lausd.net		

Other members of the Charter Development team

Kathy Wagenbach	_____
Joe Scaglione	_____
Shelley Gelber	_____
_____	_____

Certification:

- I/we certify that we are interested in applying for a charter school within LAUSD boundaries.
- I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.
- I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

SooJoon Choi            1.11.2012  
PRINT NAME      SIGNATURE      DATE

## CHARTER BRIEFING PAGE

Name of Organization  
Applying for Charter: El Oro Way Charter for Enriched Studies  
Address: 12230 El Oro Way, Granada Hills, CA 91344  
Telephone Number: (818) 360-2288  
Contact Person: SooJoon Choi, Principal  
Number of Rooms: 25  
Grade Configuration: Kindergarten to Grade 5  
Number of Students  
in First Year: 500  
Admissions Requirements: School will follow standard District policy and  
guidelines on admission  
  
Number of Students  
in the Fifth Year: Determined by the District based of the  
availability of classrooms

El Oro Way Charter For Enriched Studies has not applied to any other jurisdiction for approval and/or does not have any sister charters.

### **Mission Statement**

At El Oro Way Charter for Enriched Studies, our mission is to provide our students with a well-rounded, enriching educational experience while emphasizing the importance of being a responsible, respectful, helpful and safe member of our El Oro Way family.

**Our Motto:** "I Am Able..."

### **Vision Statement**

At El Oro Way Charter for Enriched Studies, our vision is to provide an academically challenging program that not only meets academic standards and helps every child realize his/her full potential, but also fosters critical thinking, independence, and creativity. . We envision students who can work to and achieve their fullest potential according to their unique gifts and optimum learning style. We believe that our students need to be resourceful, responsible learners to meet the challenges of our rapidly changing world.

**Source/Core of Money:** ADA and Block Grant Monies

### **Charter Development Team:**

- SooJoon Choi, Principal
- Shelley Gelber, Teacher
- Kathy Wagenbach, Teacher
- Joe Scaglione, Teacher, Parent

What innovative elements of your charter school could be considered “best practices” and replicated by other schools?

- incorporation of National Standards for ELA and Math
- innovative technology
- differentiated instruction
- authentic assessments
- arts appreciation and expression
- professional development

**Board of Directors/Governing Council:**

Members of the Governance Council shall serve two-years terms; one-half of the teacher members and one-half the parent members will be elected each year.

The voting members of the Governance council shall include representatives from the school's various constituencies as follows:

Five staff members and 2 alternate teacher representatives, who shall be elected from and by the credentialed teachers employed at the school, which will include:

The principal  
UTLA Chapter Chair  
Two Certificated Teachers  
One Classified Representative (to be elected by classified staff)

Five parent members which include:  
One PTA Representative (elected by PTA)  
Four At-large Parent Representatives who shall be elected from and by parents whose children are enrolled in the school.

There shall be up to two alternate parent Council representatives designated. The "First" alternate shall be the alternate with the most votes as compared to the other alternate(s). All vacant seats shall be filled within one month by a special election called by the Chair.

One community representative and one alternate community representative may be part of the Advisory Support Partnership, who shall be selected by the majority vote of the Governance Council from volunteers who express an interest in the school.

El Oro Way Charter for Enriched Studies shall maintain a Governance Council that will be the chief site-based decision-making body for the school under the authority of the Local District Superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education. The Governance Council shall be governed in its operations and its actions by the charter petition and the Bylaws of the Governance Council of El Oro Way Charter for Enriched Studies, which can be revised as needed.

The governance Council shall meet at least nine times per year to discuss policy and make decisions on the direction for the school. All teachers, parents, and community members are encouraged to attend council meetings.

El Oro Way Charter for Enriched Studies has not applied to any other jurisdiction for approval, and does not have any sister charters.

We do not meet Board Policy regarding low API, nor are we overcrowded.

### **"Best Practices" for El Oro Way Charter for Enriched Studies**

El Oro Way Charter for Enriched Studies has developed its "best practices" by recognizing that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals to achieve. It occurs when all stakeholders fulfill their joint, collaborative responsibility to provide this culture of education for every child. Our motto is: I am able...

Best practices also include: academic rigor by supporting students to reach their full academic potential; building character and achievement; creating a positive school culture; using data to drive instruction; implementing a focused mission; having internal and external assessment systems; developing, refining, and documenting curricula; having school-wide and/or individual professional development programs; and establishing a board and governance practices that comply with state and federal law and maintain high accountability requirements.

El Oro Way Charter for Enriched Studies' curriculum is based on the California State Standards and Associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, and physical education, and will incorporate the National Core Standards as implemented. The curriculum will meet all state and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. Systematic direct-instruction, guided practice and the application of skills through an expansive reading selection ensure that all students are exposed to district mandated standards and beyond. Subsequently, addressing the multiple intelligences through the use of experiential and open-ended inquiry-based learning produces self-motivated and well-balanced learners. We believe that integrating these modalities will help our students to become analytical as well as creative thinkers.

By adhering to the proposed instructional framework and teaching methodologies, this ensures El Oro Way Charter for Enriched Studies' instructors can successfully meet the needs of all students which include these subgroups: General Education, Special Education, GATE, English Language Learners, Underachieving/Non-proficient, and the Socio-Economically Disadvantaged.

## **AFFIRMATIONS AND ASSURANCES:**

### **El Oro Way Charter for Enriched Studies shall:**

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school nor any employee to work at the Charter School.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the 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.

## **INTRODUCTION AND PURPOSE**

The El Oro Way Charter for Enriched Studies community is united in its goal of becoming an affiliated charter school in the Los Angeles Unified School District (LAUSD or the District). The purpose of the El Oro Way Charter for Enriched Studies affiliated charter school petition is threefold:

- First, it enables the school to build on its current strengths, facilitated by the efforts of its stakeholders including parents, students, teachers, and current and potential business partners.
- Second, it provides a focus through which the school offers a rigorous, enriched education program for a wide range of student needs.
- Third, an affiliated charter designation will enable us to aggressively implement a curriculum that not only meets but also exceeds the minimum academic standards established by the district. The charter school curriculum will incorporate higher-order thinking skills, project-based learning, multiple intelligences, and multimedia literacy across the instructional setting. This multimedia approach to teaching and learning will emphasize communication in all its forms as a key to student success. Through the use of state-of-the-art tools and strategies in and out of the classroom, students will grow in their ability to access information and in their understanding of their place in a global community.

El Oro Way Charter for Enriched Studies is an SAS school (School for Advanced Studies). We achieved California Distinguished School status in 2006. We are still committed to maintaining the same level of high standards. However, we are increasingly faced with external challenges that threaten our ability to maximize student potential. Obstacles include declining state and district budgets, growing class size, decreasing neighborhood enrollment, and fewer faculty and support personnel. These changes have hampered our efforts to provide truly differentiated instruction to an increasingly diverse student population—special needs, identified gifted, English language learners, students performing below grade level, and our typical learners who do not require additional services but deserve the highest quality instruction to meet their needs. Our school is continually challenged to do more with fewer resources.

Internally, we have encountered a growing gap between the resources needed to fully address the individual needs of every child and the practical realities of the educational climate. At the same time, we encounter mounting pressure to sustain and advance an academic program and teaching strategies to achieve even higher levels of student achievement. Status as an affiliated charter will provide El Oro Way Charter for Enriched Studies with a means to overcome some of these challenges and to achieve the goals established by the community.

## **Goals of the El Oro Way Charter for Enriched Studies**

The primary goal for El Oro Way Charter for Enriched Studies is to provide an innovative and exceptional instructional program that actively engages all children to embrace learning and to work to their highest potential. We wish to accomplish the following:

- Maintain and further improve student achievement, based on state academic standards
- Continue interactive, hands-on, indoor and outdoor learning opportunities for all students with an emphasis on enriched learning experiences that are differentiated for subgroups such as children identified below grade level, identified gifted, and English language learners
- Encourage the use of innovative teaching methods and empower our teachers through targeted professional development, especially in fine arts, science, and technology
- Provide families with an opportunity to shape the learning environment, to contribute to the school's success, and to build upon the strengths of our active parent community

## **Description of the School**

El Oro Way Charter for Enriched Studies, an affiliated charter school for grades Kindergarten through fifth grade, is located at 12230 El Oro Way in Granada Hills, CA in District 1 of the LAUSD.

## **The El Oro Way Charter for Enriched Studies and Its Community**

The El Oro Way Charter for Enriched Studies' site (the former El Oro Way Elementary School) is nestled in the hills of the north San Fernando Valley. It has the distinction of having a spectacular Schoolyard Habitat certified by the National Wildlife Foundation. This site serves as an outdoor classroom used by students and community alike.

In the immediate geographic area of El Oro Way Charter for Enriched Studies, there are 9 public school options available for families that reside within the school's boundaries. See the following page (Academic Achievement of Surrounding Schools). El Oro Way Charter for Enriched Studies is competing to maintain its status as the highest quality education available for our community. Our intent is to preserve and build upon our core population and maintain our broad base of diverse students.

**Academic Achievement of Surrounding Schools** (Performance Meter 2010-2011)

<b>LAUSD ELEMENTARY SCHOOLS</b>	# of Students	Multi- Track School?	Program Improve- ment?	Met School- wide Growth Target?	Met all Subgroup Growth Targets?	API Score	API State Ranking	Similar Schools Rank	% Students Eligible for Free & Reduced Lunch	% Special Education Students	% of ELL Students	Major Ethnicity %, #1	Major Ethnicity %, #2	Major Ethnicity %, #3
El Oro	512	No	No	Yes	Yes	889	8	3	29%	10%	12%	White 49%	Latino 32%	Asian 8%
Castlebay	820	No	No	Yes	Yes	940	10	3	12%	9%	5%	White 44%	Asian 37%	Latino 10%
Danube	451	No	No	No	No	836	7	9	66%	17%	18%	Latino 69%	White 14%	African American 7%
El Dorado	595	No	Yes	Yes	No	759	2	3	84%	14%	51%	Latino 95%	White 1%	African American 1%
Granada	436	No	Yes	No	No	793	5	2	69%	20%	23%	Latino 56%	White 26%	Asian 6%
Herrick	679	No	No	Yes	Yes	815	5	7	88%	11%	45%	Latino 94%	White 3%	African American 1%
Knollwood	364	No	No	Yes	Yes	867	8	8	46%	10%	12%	Latino 52%	White 20%	African American 10%
Tulsa	538	No	Yes	Yes	No	859	8	10	62%	12%	20%	Latino 61%	White 16%	African American 7%
Van Gogh	485	No	No	Yes	Yes	926	9	6	19%	11%	4%	White 43%	Latino 34%	Asian 11%

## **ELEMENT 1: THE EDUCATIONAL PROGRAM**

**“A description of the educational program of the school, designed, among other things, to identify those whom the 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(b)(5)(A).

LAUSD and its affiliated charter schools are negotiating a Memorandum of Understanding (MOU) regarding specific provisions in the affiliated charter petitions including, but not limited to, use of categorical block grant funds, sources of funding, fundraising policies, oversight fees, professional development policies, personnel policies, educational program, and transportation. In the event of any conflict between the provisions in the charter petition and the MOU executed by El Oro Way Charter for Enriched Studies and LAUSD for the terms, provisions, and definition of the affiliated charter school, if any, the terms of the MOU, if duly executed by the parties, will supersede.

### **Definition of an Educated Person in the 21st Century**

To be an effective citizen the 21st Century, students must be able to exhibit a range of functional, critical and healthy thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem solving, communication, collaboration, and self-awareness. A student today must be able to adapt efficiently in order to work and contribute to the ever-changing social and global society. The new millennium was ushered in by a dramatic technological revolution and we now live in an increasingly diverse, globalized, and complex, media saturated society. According to Dr. Douglas Kellner at UCLA, this technological revolution will have a greater impact on society than the transition from an oral to a print culture. (Kellner, Douglas; *NewMedia and New Literacies: Reconstructing Education for the New Millennium*) A well educated person in the 21st century needs to have the following seven survival skills advocated by Tony Wagner in his book, *The Global Achievement Gap: Critical Thinking and Problem Solving, Collaboration across Networks and Leading by Influence, Agility and Adaptability, Initiative and Entrepreneurialism, Effective Oral and Written Communication, Accessing and Analyzing Information, Curiosity and Imagination.*

In addition to the rapid advances of technology, the United States has had dramatic change in its economic structure. Students must be prepared now with skills of creativity and innovation in order to become successful contributing adults. "Because other nations have, and probably will continue to have, the competitive advantage of a low wage structure, the United States must compete by optimizing its knowledge-based resources, particularly in science and technology, and by sustaining the most fertile environment for new and revitalized industries and the well-paying jobs they bring." (*Rising Above the Gathering Storm, Committee on Prospering in the Global Economy of the 21st Century: An Agenda for American Science and Technology. National Academy of Sciences,*

National Academy of Engineering, Institute of Medicine, 2007)

### **How Learning Best Occurs**

Learning best occurs when all teachers, parents and community members fulfill their joint, collaborative responsibility to provide a culture of education that challenges and nurtures the development of every child. Our diverse school will provide each student opportunities to broaden their learning and have much success as a contributing citizen. El Oro Way Charter for Enriched Studies will work with the community to provide additional enriching opportunities for our students: art, drama, horticulture, music, movement, as well as technology and media resources. At El Oro Way we strive for the whole child approach to learning, teaching, and community engagement. We need to redefine what a successful learner is and how we measure success. (<http://www.wholechildeducation.org/>) Working together creates an atmosphere focused upon the importance of education, which in turn inspires shared learning. Learning occurs best when learners enjoy the process. "Learning is effective when it creates learner appetite for more learning and an insatiable desire to share the learning with others." (Dirt on Learning by Thom and Joanie Schult p. 46). Learning best occurs when all stakeholders have a voice and that voice is respected. Students, teacher, parents, support staff, and community members are all encouraged and appreciated for their effort to make El Oro Way Charter for Enriched Studies an amazing place to receive an education.

Learning best occurs when project-based curriculum is aimed at engaging students in addressing real world problems, issues important to humanity, and questions that matter. The study, by the Cognition and Technology Group at Vanderbilt University (Educational Psychologist, 27 (3): 291-315), examined student competence in basic math, word problems, planning capabilities, attitudes, and teacher feedback. Students who had experience in the project-based work performed better in all categories.

First, we must maintain student interest by helping them see how what they are learning prepares them for life in the real world. Renate Caine illustrates on p. 113 of her book Making Connections, one interactive element that is essential to learning: "Teachers must immerse learners in complex, interactive experiences that are both rich and real."

Second, we must instill curiosity, which is fundamental to lifelong learning. "Curiosity and thus learning thrive when connected to and/or emerge from contexts which are familiar and meaningful to the learner." (From Teaching to Mentoring by Lee Herman and Alan Mandell)

Third, we must be flexible in how we teach. "Differentiation in response to student readiness does not suggest we abandon the curriculum, but rather that we adapt our teaching in ways to make the curriculum appropriately challenging for a range of learners." (Differentiation in Practice by Carol A. Tomlinson and Cindy A. Strickland)

Fourth, we must excite learners to become even more resourceful so that they will continue to question and to learn outside the formal school day. "What you learned in the

classroom should now be a foundation for a journey of lifelong learning," emphasized Kern Community College District Stu Witt (Commencement Speech, Cerro Coso Community College, May 14, 2011)

Fifth, we must provide an atmosphere where students can learn and have fun. Renowned psychiatrist William Glasser has written and spoken about the strong connection between fun and learning. "Fun is the genetic payoff for learning." Glasser Choice Theory identifies fun as a basic need that drives human behavior.

Learning best occurs when students are engaged. The traditional picture of a classroom is a roomful of students sitting quietly at their desks while the teacher does all the talking. Today, we know that is not how learning occurs. [Bruner (1986) and Vygotsky (1978)] The person doing the most learning is the one doing the most talking. At El Oro Way Charter for Enriched Studies, we want our students to TALK!! We use a variety of instructional strategies to help our students get actively involved in the learning process. We pair up, we team up, we ask our students questions. We ask our students to ask the questions! We incorporate SDAIE strategies to reach our ELLs. We incorporate Sandra Kaplan's Depth and Complexity concepts as well as Marcia Tate's Brain Compatible strategies - and we incorporate these strategies because it is just good teaching! We get students up and get them moving - being sensitive to different learning styles and modalities. If the students are bored, chances are the teacher is bored, too. We want to have fun when we are teaching, so we make learning fun for our students. If it's fun, it's memorable. If it's meaningful, it's memorable. So we strive to make learning fun and meaningful for our students so that they remember what they've learned.

Variety is essential for learning to take place. (John Dewey, Jean Piaget ) At El Oro Way Charter for Enriched Studies we combine the subjects to make them more exciting and meaningful, enabling the students to make connections across the curriculum. We vary our instructional program with experimentation, research projects, exciting and engaging field trips, visual materials and class discussions, to enable students to *actively* learn. Children learn best when they are allowed to construct a personal understanding based on experiencing things and reflecting on those experiences.

([http://www.thirteen.org/edonline/concept2class/constructivism/index\\_sub5.html](http://www.thirteen.org/edonline/concept2class/constructivism/index_sub5.html))

El Oro Way Charter for Enriched Studies will serve as an academic arena to develop life-long learning in all children. The school shall provide a safe, supportive, and challenging environment that encourages students to maximize their learning. (Education Week Research Center: Student Health-Highlighting the data behind nutrition, physical activity, and healthy environments, (<http://www.edweek.org/rc/issues/student-health/>) Well-qualified teachers, support personnel, and diverse classroom environments will provide optimal opportunities for every child to be reached and supported in their educational development. Outdoor and indoor classroom instruction will take into account the multiple modalities of learning (Gardner), the development of the whole child (Piaget, Erikson and Lev Vygotsky) and the differences of abilities among students (Marcia Tate).

## School Information

School name: El Oro Way Charter for Enriched Studies

Address: 12230 El Oro Way, Granada Hills, CA 91344

Telephone number: (818) 360-2288

Contact person: SooJoon Choi,  
Principal

Number of rooms: 25

Grade configuration: Kindergarten to grade 5, year one through duration of the charter

Number of students: in first year: 500



Grade level(s) of the students the first year: Kindergarten to grade 5

Admissions requirements: School will follow standard district policy and guidelines on admission. See also Element 8: Admission Requirements.

Instructional calendar: The instructional calendar will adhere to the District calendar.

Operational Capacity: Determined by the District based on the availability of classrooms.

Bell Schedule: The Bell schedule for the El Oro Way Charter for Enriched Studies will be:

### **Standard Schedule**

8:10 Warning bell

8:15 School begins

10:00 – 10:20 Recess

11:45 – 12:30 Kindergarten Lunch

12:00 – 12:45 Grades 1-3 Lunch

12:45 – 1:15 Lunch ends for Grades 4 and 5

2:43 Dismissal

### **Exceptions:**

1:43 is the end of day on Tuesdays (banked days).

On minimum days, dismissal is at 12:45 and there is no lunch.

## **A. Students the School Proposes to Serve**

Currently, the school accepts children who live within our local school boundaries and a limited number of permits on a space-available basis. Some facts about the current and target population:

- Consistently exceeds established district Academic Performance Index (API) benchmarks and meets No Child Left Behind (NCLB) requirements as it relates to students each year.
- Currently considered to be a high-performing school with an API of 889.
- Higher number of identified gifted children than LAUSD average (14% of students are identified Gifted & Talented compared to the district goal of 6%).
- Number of ELL students remained consistent at approximately 10% in 2010 through 2012.
- Special education students make up 10% of the 2011-2012 population, including our innovative High Functioning Autism program.
- Classes are comprised of gifted, special education, ELL, twice exceptional students, as well as our students that do not fall under any of the aforementioned designations.

In the last five years, our enrollment numbers have fluctuated slightly with an average of 500 students over that time period. This is our target number of students for El Oro Way Charter for Enriched Studies.

## **B. El Oro Way Charter for Enriched Studies' Mission and Vision**

At El Oro Way Charter for Enriched Studies, our mission is to provide our students with an innovative, engaging, safe, and enriching learning environment where hands-on, highly motivating, creative experiences are embedded into a rigorous academic program—and where the whole child is supported in his/her intellectual, social, and physical development. Our goal is to provide our students with essential tools necessary to compete in the 21st century, to inspire them with a lifelong love of learning, and create a partnership with our immediate and extended community that will facilitate a foundation for their future learning.

**Our Motto:** "I Am Able..."

## **Vision Statement**

At El Oro Way Charter for Enriched Studies, our vision is to provide an academically challenging program that not only meets academic standards and helps every child realize his/her full potential, but also fosters critical thinking, independence, and creativity.

El Oro Way Charter for Enriched Studies will build a model of excellence in public education through a learning program that:

- Infuses music, dance, art, physical education, and technology into the traditional standards-based curriculum to provide a rich experience for all of our students
- Includes hands-on, investigative learning with indoor and outdoor science experiences, a technology lab, and enriching curricular field trips
- Places an emphasis on multidisciplinary experiences that include projects encouraging our students to make connections between the curriculum and the real world
- Emphasizes social and community values that foster self-esteem and respect for each other's cultural and learning differences
- Creates an academic environment that encourages student ownership of learning, collaboration, and success
- Meaningfully involves all stakeholders—parents, students, faculty, administration, and local community partners—in continuous communication that focuses on improvement and success of the school and each individual student
- Develops and advances best practices for engaging students and parents, training teachers, and promoting educational excellence, collaboration, and innovation.
- Emphasizes that student learning, critical thinking, and problem solving must be the focus of all school activity and that learning should always be a positive and engaging experience

## **C. Typical Day at El Oro Way Charter for Enriched Studies**

As you walk on the campus of El Oro Way Charter for Enriched Studies you can sense the warm and nurturing environment that reflects dedication to academic excellence with emphasis on arts education, science, and technology. From the smiles and welcome you receive from our office staff, to the hum of parents and students, and the bustling of teachers preparing for the arrival of their students, school begins. Fifth grade students are running the track as they participate in the 100 Mile Club. On the east end of campus you can see our expansive Habitat with children already engaged in outdoor activity.

As instruction begins, you will see students actively engaged in rigorous standards based lessons, hands on science and math, technology being utilized both by students and

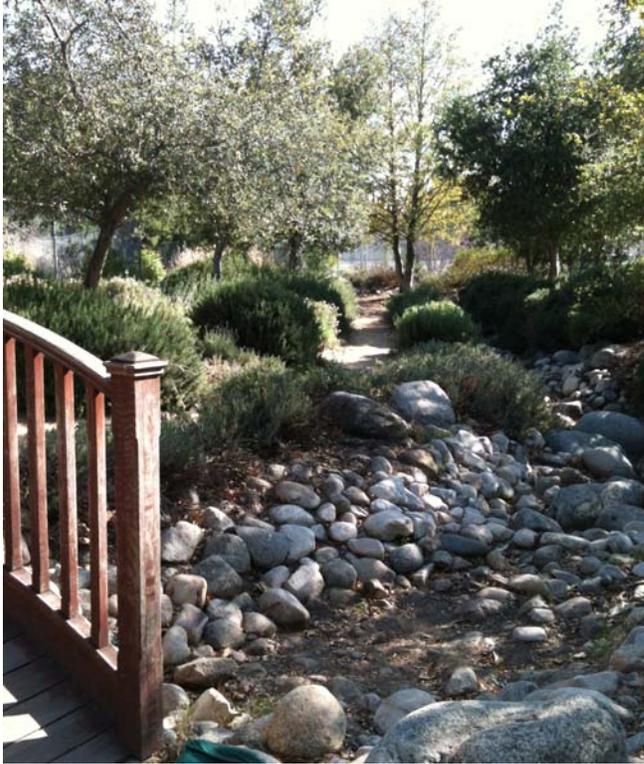
teachers, and art incorporated throughout the curriculum. Special education teachers will be collaborating with general education teachers both in the classrooms and in our Learning Lab. A variety of teaching methodologies will be evident, including direct whole and/or small group instruction, and both guided and independent practice. Upper grades will be engaged in math lessons, while our primary grades begin their Treasures Language Arts program in the morning hours.

As you enter the classrooms, you may see and/or hear rich and lively classroom discussions, student presentations, music, reading, and writing, along with direct instruction and the general excitement of learning.

El Oro Way has the privilege of being an Arts Program School. This program brings high quality arts instruction in all four disciplines: dance, theater, visual arts, and music. The goal is to promote and implement a comprehensive program available to all students. All teachers integrate the arts into their regular curriculum to provide students with a well-rounded and enriched educational program. On any given day you may see students exploring and learning through movement, engaging in imaginative activities, singing, playing the recorder, and/or using a variety of materials to express themselves in the visual arts.

Our computer lab offers a revolutionary reading and keyboarding program for K-1 students (Read, Write, Type) where students connect phonics, reading, writing, spelling, typing, and word processing. Wordy Qwerty extends these lessons and helps students expand their skills with an engaging language arts and grammar program. First through fifth grade students learn Keyboarding skills (Type to Learn), Microsoft Word, PowerPoint, Excel, how to conduct research and create brochures for school projects using templates, and have the opportunity to practice math concepts using a variety of software and internet resources.

Our dedicated Physical Education instructor enhances the health and well being of our students. Lessons are based on the Physical Education Model Content Standards for California Public Schools and involve various combinations of warm-up exercises, movement concepts, body management, locomotor activities, manipulative skills, fitness concepts, aerobic capacity, muscular strength/endurance, flexibility, body composition, nutrition awareness, self-responsibility, social interaction, group dynamics, and games. El Oro Way recognizes the important connection between academic success and a healthy lifestyle. On any given day you will see students participating in these activities with their classroom teachers and/or our PE instructor.



Students and teachers often utilize our outdoor Habitat. Our 5000 square foot, self-sustaining (solar powered) Wildlife Habitat, proudly built and maintained by teacher and parent volunteers, is considered the most "comprehensive" habitat on any school site in Southern California. Serving as a hands-on outdoor classroom, the habitat is divided into five ecosystems: Pond, Riparian, Valley, Desert, and Evergreen Forest, and maintains a Desert Tortoise habitat. Focusing on native trees and plants, and maintained with recycled materials such as mulch and woodchips, it is a unique space. A greenhouse was added in 2011, also built with recycled material. El Oro Way has hosted many community events in

the Habitat, such as concerts for local musicians, local artist displays, retiree and volunteer functions, and even press conferences. Volunteer groups in the habitat have included community organizations such as the Boy Scouts and local middle and high school students. Our habitat has been recognized by L.A. City/UCLA as an example of a Green LA Project, and has been highlighted in media publications such as Kids Science News and the Los Angeles Daily News. Parent, student, and community volunteers attend monthly Habitat Work Days to help maintain its beauty. A local nursery supports our habitat with donations to help make it a consistently evolving space, and numerous other grants and donations have helped it to thrive. Trees are dedicated to current and past El Oro Way family members and are marked by marble plaques. Just one stroll through the grounds of our Habitat will be evidence of the commitment and collaboration of the stakeholders.



Students also regularly visit our Wonder of Reading (WOR) Library. They may be listening to a story or music while seated in the cozy library amphitheater, or reading by the fireplace in beanbag chairs. The library is equipped with large tables, study cubbies, and a puppet theater. The library is open during recess as well as for weekly classroom visits.

Just outside our WOR library, is our reading garden with an outdoor stage area. This unique setting enhances the Library's beauty. Students utilize the reading garden and stage to present skits and plays, recite poetry, present concerts and choral performances for intimate groups, and for quiet reading. A large story-themed mural with stage curtains was painted by a muralist and paid for with parent donations.



Activity	Description	Integrated Opportunities for Program Enrichment	Outcomes
8:15-8:30  Morning Routine  Monthly school wide recognition assemblies  Physical fitness		Flag salute  Best Behavior/Habitat  Attendance Recognition  Skills Reinforcement Review  5th grade 100 mile club	-Engage all community members in one setting consistently -Opportunity to celebrate and reflect on achievements
8:30-10:00 am 10:20-11:00 am  Language Arts Grades K-3  (Upper grade Language Arts block from 9:30-10 am and 10:20-12:30 am)	Teaching standards-based content in flexible groups, enhanced with District Adopted Reading Program (Treasures).  Lecture/discussion  Direct teaching  Writing program  Departmentalized thematic unit extensions  Universal Themes	Cooperative and flexible grouping  Differentiated instruction and curriculum for various learning groups  Accelerated Reader  Junior Great Books  Literature circles	-Provide a stimulating, engaging, and challenging environment for each and every student -Cross-disciplinary projects as means to enhance critical thinking and resourcefulness, -Cross-disciplinary learning through the thoughtful use of technology to create an end product  -Effective writing and speaking skills
Recess 10:00-10:20 am		Habitat Maintenance and beautification  Lost and found  Junior Librarians  5 <sup>th</sup> grade play leaders for Kindergarten	-Community service -Clothing donations -Literacy and volunteerism
Math K-3 11:00-12:00	enVision Math Program	Flexible grouping  Hands-on equations	-Students reach benchmark, proficient, or advanced

<p>(8:30-9:30 am Math Block Grades 4-5)</p>	<p>Cooperative learning  Hands-on manipulatives  Touch Math  Learning lab with small group instruction</p>	<p>and projects  Marilyn Burns  Marcy Cook  Pi Day 100th day of School Technology based video lessons  Technology-enhanced quiz show</p>	<p>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>
<p>Lunch 11:45-1:15 (overlapping lunch blocks for K-5)</p>		<ul style="list-style-type: none"> <li>-Recycling</li> <li>-Campus Beautification</li> <li>-Best Behavior</li> <li>-Robotics</li> <li>-Chess Club</li> <li>-Mad Science</li> <li>-Marine biology</li> <li>-Lego Building</li> <li>-Student Council</li> </ul>	<ul style="list-style-type: none"> <li>-Cooperative play</li> <li>-Play leaders – cross grade level interaction building leadership skills</li> <li>-Leadership</li> </ul>
<p>Afternoon Routine Health, Social Studies and Science Block  12:30-2:30 (Overlapping schedules for K-5)</p>	<p>Standards-based curriculum  Interactive/hands-on modalities to illuminate abstract concepts.  Block schedule allow for concentrations of subject areas</p>	<p>State and district standards-based curriculum  FOSS  Scott Foresman  -Interactive activities and models -Hands-on science in classroom -Science journals -Simulations -Learning through the arts, music, multicultural dances -Exhibits and presentations -Reflections</p>	<ul style="list-style-type: none"> <li>-Full integration of arts and academics with real world examples</li> <li>-Cause and effect</li> <li>-Community outreach &amp; partnerships</li> <li>- Dairy Council</li> <li>-Toy drive</li> <li>- Coat and clothing donations</li> <li>- Pennies for Patients</li> <li>-Several local businesses</li> </ul>

		-History simulations -Field trips -Expert visits -Career day -Character Counts -Second Step	
End of day routine 2:30-2:43 pm	Homework Preparation  Principal, PTA, staff and Student Council Announcements		-Clarification/Home school connection -School-wide communication
Dismissal 2:43 pm			
Afterschool programs 2:43-6:00 pm  (Occasional programming extends until 8:00 pm)	-Homework club -YMCA -Beyond the Bell -Mad Science -Armenian Class -Indian Education -Science Olympiad -Movie Night -Parent Education -Mad Science Night -5th grade Astronomy Night -TAP (teachers assisted by parents)		

#### **D. Proposed Instructional Program**

El Oro Way Charter for Enriched Studies ensures that students become and remain self-motivated, competent and life-long learners. We believe that the following must be met:

- Students will actively participate in their learning.
- Students will demonstrate their strengths and set goals to broaden and develop them.
- Students will identify areas of need and set goals to improve them.
- Students will engage in experimentation, exploration and discovery.
- Students will illustrate the connection between what they learn and the real world.
- Students will work individually and cooperatively as members of a group.

## **Framework and Teaching Methodologies**

El Oro Way Charter for Enriched Studies' proposed teaching methodologies are framed around differentiated and experiential or inquiry based instruction through thematic and project based research units in a cooperative group setting. Supporting these methodologies, El Oro Way teachers will continue to utilize collaborative and departmentalized planning and instruction within grade levels. The school will frequently utilize departmentalized instruction especially in the areas of Science, the Arts, and Social Studies. This can occur in the team teaching format. Research states that "...instruction will be of a higher quality when teachers can take special pride in their subject-matter discipline and can concentrate on preparing a limited number of outstanding lessons that are offered to several different classes." (McPartland, 1990, Bryk, Lee, and Smith, 1990) For example, several grade levels rotate students to maximize instructional efficiency and quality in the areas of Science, Social Studies, and the Arts. Teachers will facilitate professional development with expertise in various subject areas. All of our methodologies will be supported by authentic assessments based on the California State Standards utilizing District, teacher-created, performance, and publisher assessments. The data collected from these assessments will be used to help guide instruction, decide upon teaching methodologies, and select curriculum materials in order to improve student learning.

Our teaching methodologies are researched based. Every year, our teachers examine test results including CST, district Core K12 quarterly assessments, and DIBELS data to identify students at risk and students who may excel above and beyond proficient levels so that we are able to identify and differentiate instruction based on students needs and allocate our limited resources. We apply research-based practices such as Culturally Relevant and Responsive Education (CRRE), ELD best practices, and the strategies outlined below to form the basis for our success. We consistently evaluate strategies throughout the year, to reach students on multiple levels. Goal setting occurs with student led conferences, based on the ideas of constructivism and Carol Rogers's specific, measurable, attainable, realistic and timely (SMART) goals.

### **Instructional Framework**

El Oro Way Charter for Enriched Studies' curriculum is based on the California State Standards and Associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, health, technology, and physical education. The curriculum will meet all state and LAUSD standards and we will gradually implement the Common Core Standards as they are introduced. We believe that powerful learning and addressing the needs of our targeted multi-cultural population are best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. Systematic direct instruction, guided practice, and the application of skills through an expansive reading selection ensures that all students are exposed to district-mandated standards. Subsequently, addressing multiple intelligences through the use of experiential and open-ended inquiry-based learning produces self-motivated and well-balanced learners as emphasized by Richard Gardner. We believe that integrating these

modalities will help our students to become analytical as well as creative thinkers.

### **Teaching Methodologies**

The teachers of El Oro Way Charter for Enriched Studies as well as the leadership team will use current research and student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade level. Standard methodologies include:

**Academic Rigor**—Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.

**Clear Expectations**—Teachers clearly define and articulate state standards in student-friendly language to ensure academic goals are attained.

**Collaborative Groupings**—Teachers create small cooperative groups in order for students to interact with their peers. Students share their thinking processes to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork.

**Criteria Charts/Rubrics**—Teacher and student developed criteria charts help focus students to effectively meet and exceed expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives. Students are able to articulate what is expected as they make progress toward rigorous standards.

**Immediate Feedback** – Teachers interact with students to provide them with immediate feedback, often in the form of follow-up questions, in order to uncover their underlying ideas and thinking processes. This methodology assists students in recognizing successful learning behaviors and repeating them

**Direct Instruction**—Teachers use carefully planned direct instruction to teach standards-based lessons using multi-media and multiple modality techniques appropriate to the developmental needs of their students to teach standards based lessons.

**Guided & Independent Practice**—We provide students with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught.

**Small Group Instruction**—Teachers create small groups to target students who need extra instructional time as well as preview and review.

**Differentiated Instruction**- Teachers provide lessons and assignments within the core curriculum that allow students to perform at or beyond their academic levels while maintaining or exceeding state standards.

**Higher-Level Thinking** - In preparing students for the future, we believe our task is to help them develop the critical reasoning skills that will enable them to think flexibly, solve complex problems, and make sense of their place in the world around them. We

encourage our students to move beyond the rudimentary knowledge level of Bloom's Taxonomy to the more sophisticated levels of comprehension, application, analysis, synthesis, creativity and evaluation.

**Integration of the Arts** – As a key component to our educational program, teachers and curriculum specialists in drama, dance, music and visual arts enhance and deepen the learning experience across the curriculum.

**Experiential Learning** – Teachers create opportunities for exploration of the major concepts through direct experiences. Students relate to the curriculum through plays, field trips, habitat visits and activities, simulations, and experiments. It is through these involvements that students process, analyze, and conceptualize the curriculum and provide the ability to create new ideas.

Adhering to the proposed instructional framework and teaching methodologies insures El Oro Way Charter for Enriched Studies instructors can successfully meet the needs of all students which include these subgroups: GATE, Special Education, English Language Learners, Underachieving/Non-proficient learners, general education, and the socio-economically disadvantaged.

### **Scope and Sequence to Be Taught**

The scope and sequence of skills to be taught across the grade levels and the different subjects the school plans to teach have been outlined below. All California State Standards will be addressed with cross grade-level planning so students receive consistent instruction.

### **California Content Standards**

All components of the El Oro Way Charter for Enriched Studies' curriculum plan conform to math and language arts frameworks for California public schools (See Appendix). All instruction will be standards-based and assessed by the California standards tests as scheduled by the Department of Education and the Los Angeles Unified School District.

#### **Language Arts**

We will:

- Implement a rigorous curriculum that exceeds the State Content Standards for language arts K-5
- Use technology as a tool (Read Write Type developed by research neuropsychologist Jeannine Herron, PhD) to support phonics, reading, writing, and keyboarding skills, as well as a tool for research, presentation, and project exhibits
- Make use of thinking maps to organize thought and make connections

- Develop students' reading, writing, listening, and speaking skills to support academics across disciplines
- Develop critical reading skills
- Enhance Macmillan/McGraw-Hill Treasures with Core Literature, Accelerated Reader Program, and Junior Great Books. writing and performing unit based plays/skits, Writer's Workshop, SDAIE strategies, and Art extensions.
- Enhance curriculum utilizing Sandra Kaplan's methodologies and icons to analyze depth and complexity
- Critique, justify, and theorize in compositions/writing across disciplines
- Develop students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as integration of language arts embedded across curriculum, and supplement with lesson extensions
- Apply vocabulary development in written, oral, illustrated, and dramatic format
- Demonstrate critical thinking skills specific to Bloom's Taxonomy
- Write across all genres specific to grade-level standards including narratives, poetry, expository writing, letters, imaginative narratives, folk tales, fairy tales, persuasive essays, and biographies

## **Math**

We will:

- implement a rigorous curriculum that exceeds the state content standards for mathematics
- develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes
- enhance, review, support and extend lessons using En Vision math series' website. Parents and students have access to the practice workbook, enrichment lessons, quizzes, and videos that support understanding and show math used in everyday life
- construct and strengthen understanding of concepts with math manipulatives and technology
- enhance mathematics with Marilyn Burns and Marcy Cook lessons and materials, Touch Math, Star Voyager, and various websites used during computer lab classes and at home

- teach students to discern operations necessary to solve word problems and apply math skills to daily problem-solving situations
- develop understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability
- develop students' skills using mathematical tools (protractors, calculators, computers, rulers, and compasses)
- support math with days devoted to math concepts, including Pi Day, and the 100th day of school, and Math and Science Night
- support parents in helping their children at home with Parent Education opportunities
- connect math across the disciplines

## **Science**

We will:

- utilize the experimentally and experientially based FOSS Science program that is well-structured and motivating, Harcourt Textbooks, as well as teacher created materials and lessons
- develop a workable science lab where all students will have access to a place where optimum hands on science experiences and activities can occur.
- provide opportunities in our outdoor Wildlife Habitat to focus on earth, physical, life and environmental science, used in conjunction with math and science units. The Habitat is also used as a laboratory for articulation of the language arts, where students learn respect for the conservation of natural resources
- provide opportunities for ongoing science related in school and out of school field trips, including the California Science Center, Astronomy night at school, Placerita Canyon, hikes in O'Melveny Park, Heal the Bay in Santa Monica, Griffith Park Observatory, Math Science Night, Jet Propulsion Laboratory, the Los Angeles Zoo, Descanso Gardens, the Natural History Museum, and participation in the Southern California Science Olympiad. and the Kidspace Museum in Pasadena.
- teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels.
- practice the scientific method throughout the grade levels
- encourage students to understand the need for eco-friendly products and change habits that will improve our local and global community. We offer practical applications through

recycling and participation in the Santa Monica Heal the Bay program that focuses on the preservation of our beaches.

### **Social Studies/History**

We will:

- implement a rigorous curriculum that exceeds the state content standards for history and social studies
- help students understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods
- assist students in using critical thinking skills to relate historical events over time and be able to find parallels and patterns
- teach students to interpret geographical and historical information in order to draw conclusions
- guide students to understand cause and effect of historical events
- use role-play and interactive units, so that students will gain meaningful experiences
- observe multicultural celebrations through many curricular activities including foods, clothing, and background stories
- hold multicultural holiday programs giving students the opportunity to perform
- invite guest speakers on topics such as the Holocaust, Pioneer days, Buffalo Soldiers, and African American contributions to Jazz

### **Physical and Health Education**

We will:

- apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness.
- provide physical education to all grades that includes concepts of team sports and games, and good sportsmanship, while incorporating fairness and competition.
- provide access to a quality, standards based physical education program to enhance all aspects of development including academic performance, movement knowledge, motor skills, and self esteem.

- emphasize the immediate and lifelong benefits of exercise and healthy nutrition.
- provide the opportunity for students to participate in the 100 Mile Club and Jump Rope for Heart to promote increased aerobic capacity and health and heart disease prevention.

### **Technology**

We will:

- provide a rigorous curriculum that meets the needs of students in technology and electronic media and integrating into the curriculum.
- provide each class with updated Elmo document readers and projectors
- set a goal of providing all classrooms with interactive white boards and provide training and professional development
- aim to provide the latest technology, including computers, printers, software and ipads in all classrooms so that students have access throughout the school day
- continue to evaluate the need to improve the quality of our computer lab by providing the latest technology and equipment as our budget allows.
- strive to provide a mobile laptop cart for classroom use.
- continue our computer enrichment program where each student has access to a computer during his/her scheduled time in our computer lab.
- continue providing a trained computer teacher who assists in building technological expertise through lessons such as PowerPoint, Word, keyboarding, Excel, creating templates for pamphlet presentations, and writing and publishing reports that include imported internet information from approved websites, unit extensions, and links to global organizations. (“Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on afterthought or an event.” Heide-Hayes Jacobs, Educational Consultant 2007)

## **Enriched Instructional Programs**

It is proven that students can learn at a higher rate by pairing knowledge with hands-on experiences in science, math, social studies, the arts, technology, and media. Students exposed to the arts learn to think creatively and to solve problems by imagining various solutions. In 2000, Boston University's Project Zero proved that "students who study the arts seriously are taught to see better, to envision, to persist, to be playful and learn from mistakes, to make critical judgments and justify such judgments." "When young people are involved with the arts, something changes in their lives" according to *Champions of Change: The Impact of the Arts on Learning*, 1999, Arts Education Partnership and the President's Committee on the Arts and the Humanities.

El Oro Way Charter for Enriched Studies' current "arts-based" enrichment program is financially supported by LAUSD with support from our PTA. (El Oro Way's PTA shall maintain liability insurance sufficient to cover any and all PTA sponsored activities and shall present a certificate of insurance as evidence of such insurance coverage on at least an annual basis to the District's Division of Risk Management and Insurance Services. El Oro Way charter for Enriched Studies will conform to and operate under the District's Donation Policy.)

El Oro Way Charter for Enriched Studies will seek to continue to provide this additional, enrichment programming to all students in the future. The following is a description of the enrichment program today, how each element is fully integrated into the curriculum, and the evidence of research that supports the value of this approach to educating a diverse student population.

Enrichment is fully incorporated into the grade-level curriculum, K-5, and meet and exceed the established California Content Standards. We are in our 5th year participating as an Arts Prototype School so that every teacher has had a master teacher model lessons in the four areas of art in 12-week rotations. Qualified specialists are hired to teach these programs, which include dance, music, art, drama, library, and computer lab, most of which are currently reviewed through a collaborative process and input from the teachers, principal, and parents. This collaboration continues each year, when the administration, faculty, and PTA schedule instruction in these specific areas into the school day so that every student in the school has the opportunity to participate. Despite the current economic climate and its potential to decimate the arts programs, we fully intend to utilize any available funding to maintain and extend our current level of instruction and enrichment in the arts.

“Students who study the arts seriously are taught to see better, to envision, to persist, to be playful and learn from mistakes, to make critical judgments and justify such judgments,” according to Ellen Winner and Lois Hetland of Project Zero — an arts-education program at the Harvard Graduate School of Education —2000

"To succeed today and in the future, America's children will need to be inventive,

resourceful, and imaginative. The best way to foster that creativity is through arts education" Arne Duncan Reinvesting in Arts.

## **Dance**

The dance specialist works with each grade level teaching appropriate State Standards in dance theory as well as instructing students in dances relevant to specific curriculum. For example, students learn multi-cultural dances, levels of space, body and spatial awareness, cross-lateral brain exercises, and free movement. Students learn how to appropriately express themselves and find a variety of ways to kinesthetically express new concepts across the curriculum. Students learn dance forms including ballet, jazz, and cultural dance forms, which encourage mutual respect, self-discipline, and creativity. Our dance instructors collaborate with teachers to choreograph their own dance routines for performances. Many students find joy in dance that carries throughout their school day. A dance education cultivates the critical capacities that foster a complex understanding of the world and its peoples and that educates and refines the capacity for sympathy. (Martha Nussbaum, Ernst Freud Distinguished Service Professor of Law and Ethics, University of Chicago: Newsweek International, August 21 – 18, 2006; “Teaching Humanity”)

## **Music**

At El Oro Way Charter for Enriched Studies, all teachers are committed to integrating music into the classroom as well as providing as many enriching musical experiences as possible. The music curriculum at each grade level supports the language arts, social studies, and science curricula while meeting the California State Music Standards. Students learn basic musical notation, musical pacing, rhythm, musical instruments, and are able to clap and sing in tempo. With the guidance of our music specialist, students in first grade find success in musical theater performances. Students in second and third grade use recorders to integrate skills. Students in fourth grade participate and perform in chorus. Our music specialist supports all students in their performance of a high quality multicultural winter holiday program. Supporting a multicultural commitment, musicians from the Los Angeles Jazz Ensemble performed for all students, developing an appreciation of New Orleans Jazz during Black History Month. Each year our music specialist escorts 3rd graders to a Los Angeles Philharmonic concert at the Disney Hall. Fifth Graders attended the Grammy museum, enhancing an appreciation of music through the ages.

Since music training supports the brain's ability to process sights and sounds, it supports emergent literacy skills for all students. Researchers at Long Island University found that music instruction over a three-year period increased children's vocabulary and verbal sequencing ability - key components in the acquisition of reading and language skills. Since children are naturally drawn to music activities, music education may be a uniquely effective way to help develop their reading ability. (Abigail Connors, early-childhood music specialist and author of 101 Rhythm Instrument Activities for Young Children, Gryphon House, 2004) Music is also based on mathematical principles and proportions. When young children sing even the simplest songs, they absorb elements of math:

repeated, measured patterns of tones, rhythms, and words without realizing it. Several studies have confirmed this. "When children learn rhythm, they are learning ratios, fractions, and proportions" according to Professor Gordon Shaw at the University of California, Irvine.

## **Visual Art**

“When young people are involved with the arts, something changes in their lives.”  
— Champions of Change: The Impact of the Arts on Learning, 1999, Arts Education Partnership and the President’s Committee on the Arts and the Humanities

At El Oro Way Charter for Enriched Studies, teachers are committed to providing a rich and varied program in the Visual Arts. Students in all grade levels explore the elements of design: line, shape, form, space, color, and texture, aligned with the California State Standards and the developmental needs of each student. Cross-curricular art lessons include the principles of design: balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety and unity, making connections with math and science. Visual Art is taught with rigorous content to achieve state standards, and challenges all students to create their own original works of art, and respond to works of art and the ideas they impart. Students learn an appreciation for art in all forms and from all cultures and explore the use of different media. Art nurtures inventiveness as it engages children in a process that aids in the development of self-esteem, self-discipline, cooperation, and self-motivation. We are always mindful of the fact that some students excel in the arts above all other areas and we have always strived to provide opportunities for the success of all of our students.

As part of our charter, we anticipate extending our visual arts programs as opportunities arise and finances permit. To date, arts connections include field trips to the Getty Art Museum, the House of Blues folk art exhibit, and the Peterson Automotive museum where students participate in creating 3-D sculptures and discuss photography past and present. Students of Native American heritage have displayed student created cultural masks at the Gene Autry Western Heritage museum. Teachers have participated in educational and professional development programs including photography, pottery, assemblage art, and Monart to bring new art perspectives to their classroom lessons. A new kiln was purchased in 2011 and has been enthusiastically utilized by teachers and students at all grade levels. There are monthly displays of classroom art in our auditorium, and murals around campus that were student designed and on which students worked. As you enter our school, you will encounter a wall of student created tiles, an evolving permanent display of artwork, created in partnership with Color Me Mine. Further art extensions include painting on canvas, a study of famous artists in Kindergarten along with creating original art in the style of each artist, and a yearbook cover design contest. Students create scenery for skits and plays, and we had an art installation in our Habitat in the style of Christo. Our habitat is also used for nature drawings (cacti, trees, flowers, pond), and photography lessons. In addition, the students use visual art in poster contests related to our "Too Good for Drugs" program, Student Council campaign posters, paper mache mythical creatures, and in many other classroom projects using a variety of media (i.e. 3-D book reports, designing

original board games, puppetry, and assemblage)

As our year ends, classrooms have accumulated many art pieces into their art portfolios to be shared proudly with parents at Open House. Art display boards are used to showcase the exceptional work of students and we envision purchasing more display boards to have a school wide Art Gallery walk.

## **Drama**

"The future of our nation depends on our ability to create-and to be creative. During the coming decades our most important national resources will be human resources. If our nation is to continue to meet the challenges of the future, today's schools need to develop creative leaders." From *Performing Together: The Arts and Education*, jointly published by The American Association of School Administrators, The Alliance for Education and The John F. Kennedy Center for the Performing Arts in 1985.

Students are engaged in a variety of Drama techniques that allow them to resolve conflicts in healthy, creative, and stimulating ways. Comprehension is increased when students portray characters in literature and make inferences using tolerance and empathy to create different situations and outcomes. "Cause and effect" is emphasized when improvisation and plot and character development are studied. Drama encourages the art of public speaking with poise, clear pronunciation, and expression of ideas, confidence, and good communication skills. Students learn the language and tools of the discipline with stage directions, dialogue, and script reading. This is displayed through tableaux, skits, pantomime and improvisation activities. Drama lessons provided by our dedicated drama instructor are aligned with the California State Standards and promote self-awareness, self-control, spatial awareness and collaboration with peers. Drama is used across the curriculum to promote active learning, to give students a kinesthetic and empathetic as well as an intellectual understanding of a topic. Studies have shown again and again that this approach yields greater depth of understanding and a marked improvement in retention.

El Oro Way for Enriched Studies is dedicated to providing many quality programs that incorporate theater arts. In all classrooms, teachers emphasize in-class performances that extend our literature program. Kindergarten classes put on puppet shows, and perform well-known fairy tales for their classmates. First grade classes utilize Bad Wolf Press materials and perform an annual musical production for students and parents in collaboration with the music specialist. Third and Fourth grade teachers provide the unique opportunity for students to embody famous Americans by performing live biographies, enabling them to be inspired to follow their examples of courage, determination, honesty and willingness to work. Fifth graders develop original theme based skits that are filmed and shared with parents and fellow classmates. In addition, many field trips related to theater arts occur throughout the year. These include trips to California State University, Northridge's Performing Arts Center, the Thousand Oaks Performing Arts Center, the 24th Street Theater in downtown Los Angeles, the Canyon Guild Theater in Santa Clarita, and the Ebell Theater in Los Angeles.

To bring theater outside, El Oro Way is fortunate to have an outdoor reading garden and stage with a dramatic backdrop for all types of performances. Our students are always enthusiastic about performing and bringing stories to life. We envision the Theater Arts program continuing to be an integral enrichment to our curriculum and all classes actively involved in theater productions throughout the school year.

### **Wonder of Reading Library**

El Oro Way Charter for Enriched Studies' Wonder of Reading Library opened in 2006. The library supports the curricular needs and interest of students and staff. Student's learn to navigate this child-friendly environment at a very early age, and are instructed in library skills from Kindergarten through 5th grade. The library features a story amphitheater, study cubbies, and a cozy reading nook complete with a fireplace. Our library is open to students for weekly classroom visits as well as during recess. There is a junior librarians program, author visits, collaboration with local Los Angeles Public Libraries, and it is the site for our annual book fairs. As District provided services decrease due to budget cuts, parent volunteers have stepped to support our library services.

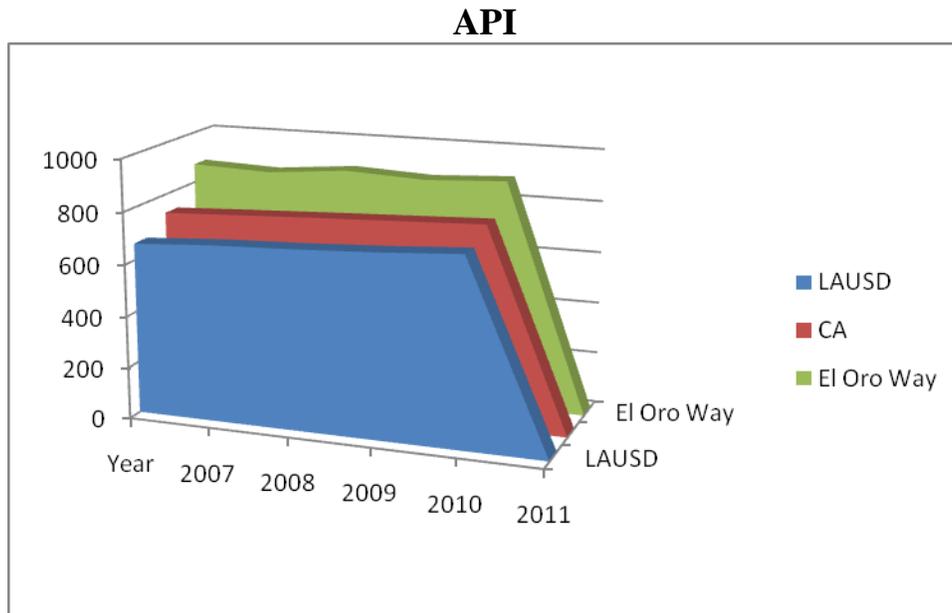
### **How the Curriculum Addresses California Content Standards**

All components of the El Oro Way Charter for Enriched Studies' Curriculum plan conform to the frameworks for California public schools. Instruction will be standards-based and assessed by the California Standards Tests as scheduled by the Department of Education and the Los Angeles Unified School district. El Oro Way Charter for Enriched Studies determines the extent to which they will implement District adopted curriculum and periodic assessments. El Oro Way Charter for Enriched Studies' Governing Board supports a well-established curriculum committee that is directly involved with the administration and School Leadership Committee in identifying and aligning curriculum, materials, instructional activities, interventions, and periodic, formative assessments aimed at meeting the California Content Standards in each subject area. Student learning is the focus of this committee's work. El Oro Way Charter for Enriched Studies, as an affiliated LAUSD Charter School, will follow the California State Frameworks and the California Content Standards for curriculum delivery and student learning and move towards incorporating the Common Core Standards as they are introduced. The specific scope and sequence of skills to be taught are derived from the frameworks and standards. Students will be tested and graded upon these standards. El Oro Way will use the California Content Standards for English Language Arts, Math, Science, Social Studies, Health, and visual and fine arts as the primary source for developing lessons and focusing on student learning. Currently El Oro Way uses the same textbooks as a typical LAUSD school and plan, and at this time, to continue to do so.

## Evidence that the Proposed Instructional Program will be Successful with the Charter's Targeted Population

Evidence shows that the proposed instructional program will be successful with the El Oro Way Charter for Enriched Studies' targeted population based upon data relating to El Oro Way's current instructional program and student population.

With a focus on best practices in regards to the instructional program, El Oro Way's API has met District goals for important for the past five years. The API for the 2011-2012 school year was 889. Only 32% of LAUSD schools hit the state's 800-point target.



Each year, teachers have offered a rigorous daily program of standards-based and differentiated instruction to give the general education population an opportunity to meet and exceed their levels of proficiency.

10 percent of our English Language Learner population reclassified in the 2010-2011 school year, 21 percent in year 2009-2010. Our total ELL population is approximately 50 students. Teachers utilize ongoing assessments, collaboration, team-teaching approaches to ensure our ELL students progress in a solid foundation of reading, writing, listening and speaking. We currently use the Treasures ELL program for English Language Development

All teachers, with direction from administration, adhere to each individual student's IEP, as well as conduct Student Success Teams (SST's) for students who are unsatisfactory in academics, or have work habits or behavior issues. SST meetings recognize the Response to Intervention and Instruction (RtI2) approach, in terms of assisting teachers to attempt a hierarchy of intervention strategies with the goal of enabling struggling students to meet grade level standards.

We are dedicated to identifying and addressing the needs of our gifted and talented and high achieving population by incorporating experiential learning and differentiated planning into daily instruction. As a result, our 14% GATE population is higher in comparison to the District's norm of 6%.

An integral part of El Oro Way's instructional program is a dedication to providing enriching experiences throughout the core curriculum. El Oro Way's teaching staff, together with available professional experts, infuses excitement, motivation, and high interest into the learning experiences of each and every child at school regardless of a child's learning profile. Project-based learning will play an enormous role in the success of the targeted population.

### **Textbooks or Other Instructional Resources Kindergarten through Grade 5**

California Treasures (ELD component included.)  
enVision Math (Scott Foresman-Addison Wesley)  
History-Social Science for California (Scott-Foresman)  
Delta Foundation Foss Books  
Health and Wellness California (Macmillan/McGraw-Hill)  
Core Literature  
Second Step  
Writer's Express  
Marilyn Burns  
Marcy Cook  
Math Their Way  
Accelerated Reader  
Junior Great Books  
Too Good For Drugs  
Dairy Council Nutrition Program

Textbooks will be reviewed periodically to ensure functionality

### **How the School Will Recruit Teachers Qualified to Deliver the Proposed Instructional Program**

Teachers will be recruited in accordance with District policy, procedures and collective bargaining agreements. Applicants will be asked to apply in accordance with Personnel Commission and District policies.

### **How the School Will Provide On-going Professional Development**

Professional Development will be an on-going component of El Oro Way Charter for Enriched Studies and an effective tool used to design the curricular needs of our students

and teachers. Professional development issues and ideas will be driven by the students' and staff's needs and interests, which are then forwarded to the School Governance Committee for formalization of appropriate training and products. Data analysis of test scores and formal and informal classroom assessments will identify specific areas of need in professional development. Topics include Depth and Complexity, Language Arts programming, GATE strategies, new district mandates to be implemented, ELD programs, differentiation, best practices, data analysis of test scores, and technology implementation. El Oro Way Charter for Enriched Studies' Professional Development program will be subject to the approval, implementation, and scheduling by a committee. In addition, El Oro Way Charter for Enriched Studies will participate in both site level and District professional development activities.

Professional development and grade level planning meetings occur once a week. A committee meets to create a logical and efficient schedule of PD meetings, with flexibility for urgent issues that may arise. The committee also decides who will lead each meeting. This is based upon areas of need and experts in those fields. These experts include teachers with expertise in specific subjects, curriculum specialists, outside resources, technology specialists, and other school staff members. Teachers participate in off campus conferences, classes, and utilize other professional development opportunities paid for with school or personal funds. Conferences attended have included the California Mathematics Conference, the Southern California Kindergarten Conference, California Association for the Gifted Annual Conferences, USC Rossier School of Education Gifted Institutes, and Teaching Mathematics to English Learners (Los Angeles County Office of Education). We plan to provide as many enriching opportunities to teachers as our budget allows. Teachers will share best practices to broaden the knowledge of their colleagues so that they may deliver the best instruction to their students.

### **Academic Calendar/Sample Daily Schedule Calendars**

The El Oro Way Charter for Enriched Studies' school year will operate on the LAUSD calendar with 180 days of instruction composing the school year. El Oro Way will file a minimum and shortened day schedule with the Local District Superintendent on a yearly basis as a typical traditional track LAUSD elementary school. All LAUSD school holidays will be observed. El Oro Way provides for an average of 323 instructional minutes on Monday, Wednesday, Thursday, and Friday. On Tuesday banking days, students receive 263 instructional minutes. Students receive 249 minutes on Minimum Days. The instructional schedule is designed to fulfill the California Ed Code minimum number of minutes, as set forth in E.C. 47612.5.

## LAUSD Instructional Calendar (proposed newly devised Early Start)

### Draft for the 2012-2013 School Year

- Pupil Free Day Monday, August 13, 2012
- First Day of Instruction Tuesday, August 14, 2012
- Admissions Day Friday, August 31, 2012
- Pupil Free Day Tuesday, September 6, 2012
- First Day of Instruction Wednesday, September 7, 2012
- Labor Day Monday, September 3, 2012
- Unassigned Day Monday, September 17, 2012
- Unassigned Day Wednesday, September 26, 2012
- Veteran's Day Monday, November 12, 2012
- Thanksgiving Holiday Thursday, November 22, 2012  
Friday, November 23, 2012
- Winter Recess December 17, 2012- January 6, 2013
- Second Semester Begins Monday, January 7, 2013
- Dr. Martin L. King, Jr.'s Birthday Monday, January 21, 2013
- President's Day Monday, February 18, 2013
- Spring Recess March 25, 2013-March 29, 2013
- Cesar E. Chavez Birthday Monday, April 1, 2013
- Memorial Day Observed Monday, May 27, 2013
- Last Day of Instruction Tuesday, June 4, 2013
- Pupil Free Day Wednesday, June 5, 2013

As an affiliated charter school, El Oro Way Charter for Enriched Studies, in cooperation with the local District, will decide the degree, extent, and nature of implementation of new District adoptions and periodic assessments in meeting the needs of the students. Staff will participate in LAUSD in-services concerning new materials and the use of District pacing plans and periodic assessments to fulfill LAUSD core initiatives, as provided by LAUSD and the local District. Professional development sessions will include but are not limited to material for teaching ESL, GATE, mathematics, ELA, character education, instruction in the Arts, and technology. Closing the achievement gap and preparing at-risk students for CST will be a major focus and the staff will use District supplied personnel, in house personnel, professional contracts and other sources for professional development to help us use best practices to achieve our goals.

### **Timeline for Implementation**

The academic program outlined in Element 1 will be implemented in the 2012-2013 school year if affiliate charter status is granted before the commencement of the school year.

### **Implementation Plan**

El Oro Way follows the traditional track school calendar. All classroom instruction will be based on California State Standards. Language Arts and Mathematics instruction will

conform to the National Standards (California Core State Standards, CCSS) adopted by California in August, 2010 as they begin to be implemented. Instruction in all areas will be planned and delivered in a timely manner to ensure all students access the required curriculum. All teachers will meet regularly throughout the year in grade level teams to plan study units. Instructional materials adopted by the state and the Los Angeles Unified School District will be used to deliver instruction. Categorical Block Grant funds will be used to provide teacher assistance in all grade levels to provide individual student attention, to increase the integration of technology, to provide professional development, and to purchase supplemental curricular materials

### **How Teaching Methodologies and Instructional Program Address the Needs of the Targeted Student Population and How the Program Will Meet the Needs of Specific Student Populations.**

El Oro Way Charter for Enriched Studies will address the needs of the entire student population by meeting and exceeding the state's standards. Teachers will, through differentiated instruction, utilize a variety of instructional programs appropriate to the special needs of the charter's population

In the general education setting at El Oro Way, students are taught in self-contained classrooms with one general education teacher. Support for the general education classroom is provided by teaching assistants as funded through the budget process. With multiple subject credentials, and two Nationally Board Certified teachers, El Oro Way teachers are responsible for delivery of all instruction in the curricular areas. Some teachers coordinate studies by offering team teaching, where one teacher may teach a specific subject, such as science, while the other team teacher instructs social studies or art. The benefit of this collaboration provides the opportunity for teachers to plan more effectively and deliver rigorous instruction in their specified content area of expertise.

In the General Education setting, teachers and students receive support from the resource specialist teacher as indicated to help the students access the curriculum as indicated in the student's IEP. Resource Specialist delivery may consist of teacher consult, working in the classroom with the student, or small group specialized instruction in our Learning Resource Center (LRC). The related services of adapted physical education, occupational therapy, physical therapy and speech therapy follow the same types of delivery as well. All related services are provided by LAUSD personnel.

The students at El Oro Way also benefit from "alternative" learning environments such as those experienced while on field trips that enrich and extend student knowledge as they apply their classroom knowledge in related field activities.

#### **English Language Learners**

El Oro Way currently follows the LAUSD Master Plan for the Education of English Language Learners as a guide to provide opportunities for non-English speaking students to become proficient in English. Based on their response to the Home Language Survey at the time of enrollment, parents are informed that their child's English proficiency will be

assessed using the California English Language Development Test (CELDT) to determine identification and eligibility for EL services. Due to the small number of ELL students at our school, ELL students receive supplemental instruction, intervention, and assistance in their regular education classrooms. Teachers use the Treasures English Language Development Curriculum as well as other supplementary materials. Additionally, teachers have been trained in effective classroom practices, such as Specially Designed Academic Instruction in English (SDAIE) and sheltered English for meeting the needs of ELL students and receive ongoing professional development to further knowledge of current research and strategies. The goal is to help English learners achieve academic proficiency in the English language, master academic standards in all areas of the curriculum, and to develop self-esteem and a positive self-concept.

Progress is monitored by a yearly CELDT examination, and teachers use the LAUSD ELL portfolio folders to monitor students' progress for each reporting period. Parents are notified of both the students' progress towards ELL standards as well as progress towards ELA standards. When the child progresses through the 5 levels of ELD, and scores an overall average of 4 or 5 with no sub-area below 3 and scores Basic on the CST ELA portion, the child is ready for reclassification. On the 2010-2011 CST, 54% of ELL students scored proficient or advanced on the English Language Arts portion, as compared with 32 % of ELL students District-wide. Similarly, in Mathematics, 70% of ELL learners scored in the proficient or advanced category, while 43% of ELLs in LAUSD scored proficient or above.

### **Socioeconomically Disadvantaged Students**

With 29% (approximately 150) of students identified as socioeconomically disadvantaged (SED), El Oro Way strongly supports this at risk population. Students are identified through the free and reduced meal program. According to the state Accountability Progress Report, of these students, 60% are scoring in the proficient to advanced range on the ELA portion of the CST in comparison to 42 % in LAUSD with the same achievement. In mathematics, 73% are scoring in the proficient to advanced range. This compares to 48 % in LAUSD achieving the same proficiencies.

El Oro Way supports socioeconomically disadvantaged students and families through:

- arts instruction
- weekly music instruction
- a PE teacher to develop an understanding of nutrition and fitness
- direct instruction of social skills in the classroom
- Individual Counseling Program to provide support from Phillip's Institute interns
- access to technology and 21st century learning
- field trips
- small group intervention with out-of-classroom credentialed teacher
- the El Oro Way PTA who assists families in need at various points throughout the year (food, clothing, gift cards, eye glasses, etc.)

- Student Success Team, which provides the teacher and parents with resources, strategies and materials to help children succeed academically and behaviorally in the classroom setting

### **Low Achieving Students**

El Oro Way is committed to maximizing the learning potential for low achieving students. High expectations are held for all of our students, and students who are identified as low achieving receive all of the additional scaffolding, resources, and strategies at our disposal to address the particular, individual needs of low achieving students, while maintaining high standards. El Oro Way faculty firmly believe that all students are capable of succeeding. This is realized by providing multiple opportunities and pathways for low achieving students to access the curriculum, make it comprehensible, and improve their potential for achievement.

At the beginning of the school year, the teachers and administrators identify low achieving students using data from the prior year's CST results, and the assessment from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in order to closely monitor students' progress and improvement. This information is used to help teachers plan teaching methodologies, collaborate with colleagues to support student learning, create Burst:Reading Early Literacy Intervention groups, and to target instruction to provide maximum opportunities for learning and growth in the classroom. Throughout the year, the principal is actively involved through communication and classroom visits to help monitor and assist the progress of the low achieving students.

To reach this goal, students receive specific, concentrated instruction in their identified areas of need. Teachers address the needs of low achieving students with the use of quality first teaching and the three-tiered approach to RtI2. This approach includes Tier 1: Core Curriculum and Instruction, Tier 2: Strategic or Supplemental Instruction and Intervention, and Tier 3: Intensive Instruction and Intervention. Strategies may include individual, pair, and small group instruction, pre-teaching and re-teaching of curricular content, repetition, and additional time and practice to grasp concepts. These instructional strategies are implemented with high intensity, duration and frequency as needed. El Oro Way's Learning Resource Center (LRC) is staffed by our special education team and intervention teacher who work directly with classroom teachers to provide in-class support and intervention outside of the classroom. Regularly scheduled progress monitoring occurs. These teachers support the students with targeted instruction both individually and in small groups. The goal is to have students transition from low achieving status (Far Below Basic, Below Basic, and Basic status on the California Standards test, and those below benchmark on the DIBELS assessments) into the proficient level of achievement. Student Success Team (SST) meetings are held with the classroom teacher, parents, the resource teacher and an administrator. Together the team gathers information, identifies needs, and creates a plan to help the student access the curriculum successfully in the classroom.

### **Gifted and Talented Students**

At El Oro Way, many students demonstrate higher level thinking skills and the ability to achieve beyond grade level standards, as is evidenced by the fact that 14 % of our student

population is identified as gifted and talented. Students are identified through teacher referral for assessment through the Gifted and Talented Psychological Services and all second grade students are administered the OLSAT to identify as Gifted or Talented. Students are also identified as GATE if they achieve two consecutive years of CST scores in the advanced range in both Language Arts and Math or three years of advanced scores in either mathematics or English Language Arts. Students who demonstrate advanced abilities are referred by the classroom teacher to the GATE coordinator for intellectual testing. As an affiliated charter school, El Oro Way will complete a fee for service form to be sent to the Charter Office for approval and then to the LAUSD GATE office for screening. El Oro Way understands that the psychologist must be LAUSD authorized to complete GATE testing. When GATE testing is completed at the school site, processing will be completed by the LAUSD GATE office for a fee for service at the current rate. Students who meet the high achievement criteria and the signal subject criteria will be identified by the GATE coordinator, a fee for services form will be complete and processing of these students will be completed by LAUSD GATE office at the current fee for service rate per student.

El Oro Way is identified as a School for Advanced Studies (SAS). Students who demonstrate high achievement but who do not qualify for official identification will be offered the same opportunities as identified GATE students. Differentiated instruction, which meets or exceeds state and national guidelines, occurs school-wide. Teachers receive extensive professional development in the use of Depth and Complexity, Bloom's Taxonomy, Thinking Maps, and current research-based developments in educating the gifted and talented student.

El Oro Way emphasizes higher-level thinking skills by providing students with many opportunities to study the core curriculum with increased depth, complexity and novelty. Classroom differentiation allows for individualized extensions of the curriculum, creative problem solving activities, and acceleration and compacting of the curriculum when appropriate. Students are encouraged to demonstrate their learning in creative and innovative ways which reflect the 21st century learner. Technology is used to help extend the curriculum with classroom computers, and a computer lab. Programs and curriculum may include, but are not limited to: Sandra Kaplan methodologies to emphasize depth and complexity, independent and small group projects and investigations, and independent subject groups, wherein students work with challenging and above grade level materials. Student progress in the GATE program is assessed on an annual basis using LAUSD assessment tools. In 2010-2011, 99% of El Oro Way GATE students scored in the proficient or advanced range on the English Language Arts section of the CST and 100% achieved the proficient and advanced levels in Mathematics.

### **Special Education**

The District shall continue to serve the needs of special education students enrolled in the affiliated Charter Schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree.

## **1. Charter School Special Education Responsibilities**

### **a. General Requirements**

The Charter School will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and California special education laws and regulations to assure that all students with disabilities are accorded a free appropriate public education (“FAPE”). The Charter School will also insure that no student otherwise eligible to enroll in their Charter School will be denied enrollment on the basis of their special education status.

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

The Charter School will adhere to the requirements of the Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District’s request.

The 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 Charter School will maintain copies of assessments and IEP materials for District review. The Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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

The 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 Charter School will participate in internal validation review (“DVR”).

The Charter School is responsible for the management of its personnel, programs, and services. The Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

The Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School.

**b. Transferring Students**

For students transferring to the Charter School from District schools or District affiliated charter schools, the Charter School will provide those related services required by the students' IEPs immediately upon the students' enrollment.

For students transferring to the Charter School from other school districts, the Charter School shall provide related services required by the students' IEPs upon the students' enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty days of the student's enrollment in accordance with state and federal law.

**c. Assessments**

The referral process shall include Student Success Team (SST) 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 and Instruction (RtI2) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, the Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the Charter School concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe 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 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 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**

In the event that the Charter School is unable to provide an appropriate placement or services for a student with special needs, the Charter School will contact the District to discuss placement and service alternatives. Charter schools are expected to provide services to all enrolled students with disabilities (mild to severe). If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity, the Charter School will be fully responsible for the quality of the program and for any costs incurred for such a placement.

**e. Least Restrictive Environment**

The 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 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 Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

**f. Staffing Requirements**

The 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 Charter School will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. The 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.

**g. Student Discipline/Inclusion**

The 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 Charter School will convene a manifestation determination IEP that includes District representation as set forth in the District's Policies and Procedures Manual. The Charter School will collect data pertaining to the number of special education students suspended or expelled.

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 current District-wide average percentage of students with disabilities is 10-13%. The Charter School's outreach efforts should be geared toward aligning with the District-wide average. The Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will provide the Charter with MCD reports indicating range of services and number of students served at individual Charter Schools.

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

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

In the event that a parent or guardian of a student attending the Charter School initiates due process proceedings, both the Charter School and the District will be named as respondents. Whenever possible, the District and the 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 Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. The 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 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 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. The Charter Schools will contribute their fair share of SELPA-wide unfunded special education costs from their general-purpose block grant monies.

## **5. District Responsibilities Relating to 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.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to Charter School staff.

### **Modified Consent Decree Requirements**

All Charter Schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements of the Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- El Oro Way currently uses the Integrated Student Information System (“ISIS”) as required by the MCD.

## **ELEMENT 2: MEASURABLE PUPIL OUTCOMES**

*“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.” Ed. Code § 47605 (b)(5)(B)*

### **Desired Outcomes of the School's Instructional Program**

The academic achievement outcomes to be measured by El Oro Way will focus on student’s development of basic skills and conceptual understanding of the four core content areas of English/Language Arts, Mathematics, Science and Social Studies (in addition to ESL for qualifying students). Outcomes will include knowledge acquisition, problem solving, and reasoning skills in each of the core content areas. The measurable outcomes in all academic areas will be aligned with the California State Standards. El Oro Way will strive to meet the AYP goals, set forth by the state, for all our subgroups, which is 74% proficiency by the year 2013-2014.

- **Language Arts:** Students will be effective communicators, able to read, write, listen and speak effectively as indicated by the state standards. Students will incorporate the language arts skills across the curriculum, through science inquiries, math journals, and social studies presentations. Students will enhance their language skills using multi-media tools to gain and disseminate their knowledge. El Oro Way Charter for Enriched Studies will achieve by increasing the percentage of students scoring proficient or advanced on the CST in English Language Arts by 5% at the end of this charter. At least 70% of students in grades K-5 will score a "3" or "4" on the LAUSD rubric in the core curriculum areas in each grading period.
- **Mathematics:** Through exciting, enriching, engaging hands-on activities students will understand and apply reasoning, analytic and symbolic processing, arithmetic, and pre-algebra as indicated by the state standards. Students will make the connection to real world problem solving to gain further understanding of the applications of math. El Oro Way Charter for Enriched Studies will achieve by increasing the percentage of student scoring proficient or advanced on the CST in math by 5% at the end of this charter. At least 70% of students in grades K-5 will score a "3" or "4" on the LAUSD rubric in the core curriculum areas in each grading period.
- **Science:** Students will become proficient by leading inquiry-based experiments in the various branches of science, such as Physical, Life, Earth, and Ecology. Students will engage in hands on critical thinking experiments that will enable them to make decisions and draw conclusions about the world they live in as indicated by the State standards. El Oro Way Charter for Enriched Studies will

achieve by increasing the percentage of 5th grade students scoring proficient or advance on the CST in science by 5% at the end of this charter. At least 70% of the students in grades K-5 will score a "3" or a "4" on the LAUSD rubric in the core curriculum areas in each grading period.

- **History and Social Studies:** Students will demonstrate an understanding and appreciation of cultural diversity recognizing the similarities and differences reflected in various perspectives as indicated by the state standards. They will demonstrate an understanding of the rights, origins, functions, and governments of various populations. At least 70% of students in grades K-5 will score a "3" or "4" on the LAUSD rubric in the core curriculum areas in each grading period.
- **Technology:** Students will use word processing, internet research, online math resources, video recording, photography, and other applications to enhance the core curriculum and prepare them for a technologically advanced society. Students will become familiarized with various applications to accomplish goals in all other disciplines such as spreadsheets, visual animations with audio, Photoshop, Powerpoint etc. Students will understand the use of current technology and its real world applications.
- **Arts:** Students will develop knowledge of and appreciation for the arts such as music, visual arts, theater and dance as indicated by the state standards. The arts will be promoted through an academic curriculum intertwined with enrichment instruction. At least 70% of students in grades K-5 will score a "3" or a "4" on the LAUSD rubric in the core curriculum areas in each grading period.
- **Physical Education:** Students will understand how to build a healthy and balanced body and mind through daily dedicated time for motor skill development. These skills will be addressed through various activities/drills that follow the Physical Education standards. At least 70% of the students in grades K-5 will score a "3" or "4" on the LAUSD rubric in the core curriculum areas in each grading period.

Subgroups surpassed the proficiency target in each of the four years in mathematics and English/Language Arts, except for students with disabilities. El Oro Way will continue to focus on the subgroups, providing the needed intervention to increase their proficiency/advanced scores. Focusing on raising Hispanic/Latino student's scores in English/Language Arts and socioeconomically disadvantaged students in English/Language Arts will continue to be a priority in the intervention program. The English Learner population's scores have continued to improve over the last four years in Mathematics and English/Language Arts.

The students of El Oro Way will continue to be assessed through teacher observation, student journals, work samples, homework assignments, checklists, rubrics/criteria charts, and teacher-created tests. Review of student periodic assessments will allow teachers to focus on small group instruction for students with similar needs in language arts and

mathematics. These assessments/notes will continue to be kept on file both in the office and by the teacher to track student achievement and growth. As mandated by NCLB, assessments are used to identify students not meeting benchmarks.

In an effort to have all students become successful, the principal will compile an ongoing record to track students at risk of scoring Basic, Below Basic, or Far Below Basic. The list will assist teachers in team planning during grade level meetings. Intervention will help support student learning and appropriate teaching methodologies will be utilized. It is the goal of the instructional program to have students score in the proficient or advanced range on the CST and teachers will apply best practices to ensure each child's success. Supports will include Intervention, Learning Lab, Title II Intervention Program (if funds are available), DIBELS Burst Groups, Treasures ELD Program, or any other programs deemed necessary by the classroom teacher according to data analysis.

In accordance with LAUSD policy, all EL students will be held to the high expectations of completing one ELD level per year and advancing one level per year on the CELDT. EL students will be identified through the use of the LAUSD home language survey, teacher observation, and CELDT test. Students not identified EO or IFEP, will take the CELDT annually and need to move through the LAUSD ELD portfolio levels 1-5. El Oro Way's goal is to increase the percent of English Learners scoring early advanced and advanced on the CELDT by 5% as well as to increase the EL proficient or advanced status in ELA on the CST by 2% annually.

Responsibility, perseverance and initiative are the lifelong values and ethics that are an integral part of the El Oro Way education. The ultimate goal is to cultivate students who are lifelong learners and contributing members of society.

El Oro Way culminating students demonstrate the following through their words and actions:

- the ability to overcome obstacles through observed perseverance
- emerging independence by being active and responsible participants in their learning
- the courage to accept challenges and risk, trying the unknown through discussion and problem solving strategies
- attend school regularly as recorded in attendance records
- make better choices by learning from their mistakes and gaining wisdom for the future
- complete homework and class assignments as directed, and recorded in progress reports
- strive for academic excellence by practicing scholarly work habits such as attending, participating, studying, and completing quality work and work products as measured and observed by their teachers, and themselves
- demonstrate citizenship by participating in activities that benefit their classrooms, schools, communities, and beyond

El Oro Way Charter for Enriched Studies will strive for 80% of all students to receive a "3" or "4" on all social, emotional, and work habits skills on the progress report card for each semester where progress reports are given.

<p>Language Arts Writing</p>	<ul style="list-style-type: none"> <li>- Critique, justify, and theorize in compositions - Writing across disciplines</li> <li>- Defend, critique and illustrate in oral and written formats</li> <li>- Apply vocabulary development in written and oral format</li> <li>- Demonstrate critical thinking skills specific to upper Bloom's Taxonomy</li> <li>- Inquiry based research projects aligned to thematic teaching in various disciplines</li> <li>- Creative Writing stories &amp; poetry</li> <li>Thinking Like a Disciplinarian</li> <li>- Achievement of grade level standards and framework strands</li> </ul>	<ul style="list-style-type: none"> <li>District periodic assessments</li> <li>-CST</li> <li>-CELDT</li> <li>- Teachers developed assignments, tests, and activities</li> <li>-Publishers assessments</li> <li>- Daily Journals</li> <li>- Portfolios</li> <li>- Presentations and Project exhibits</li> <li>- Debate and Speech</li> </ul>
<p>Language Arts Reading</p>	<ul style="list-style-type: none"> <li>- Synthesize and evaluate thematic literature tied across disciplines</li> <li>- Discerning relevant information after careful examination and exploration of text</li> <li>- Distinguish between fact vs. opinion</li> <li>- Understand Cause &amp; Effect and hypothesize based on altered facts</li> <li>- Develop Critical Reading Skills</li> <li>- Select and evaluate material while participating in a leveled</li> </ul>	<ul style="list-style-type: none"> <li>- District periodic assessments</li> <li>-CST</li> <li>-CELDT</li> <li>- Teachers developed assignments, tests, and activities</li> <li>- Publishers materials and assessments</li> <li>District Adopted Reading Program</li> <li>- Inquiry Projects</li> <li>- Accelerated Reader</li> <li>- Leveled Literature Circles</li> <li>- Presentations and Project</li> </ul>

	<p>individualized reading program</p> <ul style="list-style-type: none"> <li>- Achievement of grade level standards and framework strands</li> </ul>	<p>exhibits</p>
Math	<ul style="list-style-type: none"> <li>- Apply math skills to daily problem solving situations.</li> <li>-Recognize relevant information and review process by checking work</li> <li>- Discern operations necessary to solve word problems</li> <li>- Connect math to other disciplines such as music, dance, and art.</li> <li>- Achievement of grade level standards and framework strands</li> </ul>	<p>District quarterly assessments</p> <ul style="list-style-type: none"> <li>-CST</li> <li>-Teacher developed assignment, tests, and activities.</li> <li>-Publishers tests enVision Math</li> <li>-Online Math Tests</li> <li>-Hands-on Equations</li> <li>-Hands-on activities such as Marcy Cook and Marilyn Burns.</li> <li>-Pearson Successnet.com</li> </ul>
Science	<ul style="list-style-type: none"> <li>- Hypothesize and develop experiments utilizing scientific method.</li> <li>-Further research and prove/disprove conjectures</li> <li>-Integrate science and writing by using the language of the discipline</li> <li>-Think like a Disciplinarian to theorize and view other subjects such as music, art, and history as a scientist</li> <li>- Understand the need for eco-friendly products and life changes to better our local and global community</li> <li>- Achievement of grade level standards and framework strands</li> <li>-Field Trips and Field Studies (Habitat)</li> </ul>	<ul style="list-style-type: none"> <li>-District periodic assessments</li> <li>- CST (fourth and fifth grade)</li> <li>-FOSS assessments</li> <li>-Use hands-on experiments</li> <li>- Teacher developed assignments, tests, and activities</li> <li>- Interactive Units and simulations</li> <li>- Portfolios</li> <li>- Science Interactive Notebook</li> <li>- Exhibits and Presentations</li> </ul>

History and Social Studies	<ul style="list-style-type: none"> <li>- Understanding Cause and Effect</li> <li>- Relating over time</li> <li>- Finding parallels and patterns</li> <li>- Critical thinking skills</li> <li>- Critical reading skills</li> <li>- Interpreting information to draw conclusions</li> <li>-Using role play, interactive units, and realia to gain first hand experiences</li> <li>- Achievement of grade level standards and framework strands</li> </ul>	<ul style="list-style-type: none"> <li>- Scott-Foresman unit assessments</li> <li>-Teacher developed assignments, tests, and activities</li> <li>- Field Studies such as Riley's Farm, Adobe Leonis, Gold Rush and Revolutionary War Experience</li> <li>- Interactive Units and simulations</li> <li>-Virtual/digital field trips</li> <li>- Portfolios</li> <li>- Exhibits and Presentations</li> <li>-Integration of the Arts such as music performances, plays, theatrical presentations</li> </ul>
Technology	<ul style="list-style-type: none"> <li>- Use of internet for research</li> <li>- Communication</li> <li>- Promethean ActivBoards</li> <li>- Portfolio creation</li> <li>- Use of Applications such as Word processing and spreadsheets</li> <li>- Use of artistic applications and software such as IMovie, Photoshop, Pearson Successnet,</li> <li>-Type to Learn, Read Write Type, Wordy Querty, Student produced books, Google Earth, and Google Websites</li> <li>- Achievement of grade level standards and framework strands</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher-developed assignments, tests, and activities</li> <li>- Portfolios</li> <li>- Presentations</li> <li>- Inquiry based projects</li> <li>- Presentations and Project exhibits</li> <li>-Spaceship Challenge</li> </ul>
Health and Physical Education	<ul style="list-style-type: none"> <li>-School wide fitness program</li> <li>-100 Mile Club</li> <li>-Teach nutrition/exercise to create a culture of life-long,</li> </ul>	<ul style="list-style-type: none"> <li>Presidential Fitness Test</li> <li>-100 mile club milestones</li> <li>-Teacher observation of student participation and</li> </ul>

	<p>healthy lifestyle choices.</p> <ul style="list-style-type: none"> <li>-We focus on mental health by addressing emotional and social well-being of every child using social skills training, such as Second Step, individual counseling with school-site psychologist, outside internship program which provides counseling services</li> <li>-Strategies for strengthening friendship skills, such as board games, yard games at recess and lunch facilitated by an instructional aide and our PE teacher</li> <li>-Social behavior and norms are reinforced by Play leaders who maintain fair play and game rules on the playground.</li> </ul> <p>Best Behavior program during recess and lunch to create awareness of positive behavior</p> <ul style="list-style-type: none"> <li>- Achievement of grade level standards and framework strands</li> </ul>	<p>progress</p> <ul style="list-style-type: none"> <li>-Adaptation into daily lifestyle based on teacher developed assignments and activities such as sports, educated food choices, and exercise</li> <li>- Formal and informal observation, discussion, and evaluation of appropriately handled situations on the playground and in the classroom</li> </ul> <p>Best Behavior tickets are collected weekly rewards are given to individual students and classrooms</p>
<p>Visual and Performing Arts</p>	<ul style="list-style-type: none"> <li>-Challenge students to express themselves in a variety of art forms.</li> <li>-Develop a working vocabulary of the arts.</li> <li>-Inspire teamwork through peer collaboration.</li> <li>-Expose students to performance programs through field trips or school wide assemblies.</li> <li>-Establish a school chorus.</li> <li>-Create a learning experience involving applied use of</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher observation of student participation.</li> <li>-Formal and informal assessments including observation and/or work samples.</li> <li>-Quizzes on vocabulary.</li> <li>-Use of Art Journals and Portfolios.</li> <li>-Peer evaluation, beginning critique and feedback.</li> <li>-Students will write about their viewing and creating experiences using the</li> </ul>

	musical instruments  -Introduce three-dimensional art, such as ceramics.  - Achievement of grade level standards and framework strands	language of the discipline.  -Community Tile Wall/ Murals.
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El Oro Way Charter For Enriched Studies shall determine their development, implementation, or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. El Oro Way may choose to use district assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District.

### **Student Attendance**

School attendance is extremely important for students to make adequate yearly progress. As such, El Oro Way will adopt the attendance goal set forth in the LAUSD Performance Meter for All Youth Achieving in attendance, which is 100%. Sixty seven percent of students achieve 96% or higher in attendance. We will follow the District policy and procedures to raise our attendance percentage. Our attendance plan is as follows (as outlined in RTI2 expectations):

- Targeted/Intensive Group - 3 to 5% of the school
  - 25+ days – Far Below Basic
  - intensive interventions, specific and individualized plans, educational alternatives/options, case-manager
- Selected Level (At Risk) - 10-15% of the school
  - 87-91% in-seat (15-22 days) = Below Basic
  - 92-95% in seat (8-14 days) = Basic
  - re-teach attendance, systems of identification, student/family supports (SST), documentation and monitoring, Student Attendance Review Team (SART)
- Universal Level - 75-85% attending 96% of the time (7 absences or less)
  - 96%+ = Proficient
  - 100% = Perfect Attendance
  - teach importance of attendance, reinforce good habits, positive school climate, communicate goals, attendance plans

We plan to continue and hold parents and students accountable for regular daily attendance. When a problem arises, a meeting with the parents will be held to determine reasons for absences and to provide assistance to alleviate the problem. Attendance is reported three times per year on the progress report, but parents will be informed about

excessive tardies and absences. Phone calls and letters will be mailed home on a periodic need be basis.

### **Specific and Realistic Achievement Targets**

El Oro Way Charter for Enriched Studies has enjoyed growth in its API score over the last 3 years. In 2012 the goal will be to maintain our API score of 889 or have a minimum 3 point gain per year. For the charter term the school's goal is obtaining an API score of 900 or better. It is the school's goal to meet AYP. Our goal is for our CST scores by the end of our term to grow so that at least 81% in ELA and at least 85% in Math will be proficient or above.

Year	API Score
2011	889
2010	873
2009	888
2008	864

In addition, the school is committed to improving its similar schools API ranking. In 2010-2011, El Oro Way ranked 3 in comparison to other schools in the state. This ranking decreased over the past 4 years, illustrating that even though we have been successful there are some areas that need to be improved. See chart below:

	2008	2009	2010	2011
Statewide API rank	9	9	8	8
Similar Schools API Rank	8	5	3	3

We are steadfast in our desire to provide all student groups with the support necessary to meet proficiency requirements.

## **ELEMENT 3: METHODS BY WHICH STUDENT OUTCOMES WILL BE DETERMINED**

*“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)*

### **Goals of the Program for the Next Five Years**

- Increase the percentage of students scoring proficient or advanced on the CST in Mathematics by 5% prior to the end of the renewal
- Reduce the percent of students scoring below basic and far below basic on the CST in ELA and Math by 5%
- Increase the percent of English Learners scoring early advanced and advanced on the CELDT by 5%
- Decrease the achievement gap between white students and African American and Hispanic students by 10% by the end of the charter
- Increase number of computers in each classroom so that there is a ratio of one computer to every 8 children (1:8)
- Have at least 75% of our students in grades K – 5 score a “3” or “4” on the LAUSD rubric in the core curriculum areas in each grading period

Student outcomes are measured through ongoing diagnostic, formative and summative data (CST, CORE K12, My Data, and District adopted texts and assessments in language arts, math, social studies and science). Teachers begin each year by assessing the skills the students have at the beginning of the year. These inventory tests are a combination of teacher created materials, LAUSD adopted materials, and commercially available materials related to specific units of study. The results are evaluated by the classroom teachers both individually and during grade level meetings, and are analyzed with emphasis on the grade level standards and performance on the CST. A course of action and response is identified as a way to map the curriculum units to meet the identified needs of the students and monitor their progress throughout the school year during professional development meetings, both at grade level, and school wide. This information will be used in addition to performance on additional teacher created tests, commercially available tests, publisher tests, portfolio assessments, rubrics, projects and IEP goals to determine student progress three times per year on the progress report.

Students will be graded using the LAUSD scoring guides for kindergarten through 5<sup>th</sup> grade, using the 4-point scale. El Oro Way will use a District approved report card. Parents will be informed of student achievement with progress reports five weeks before each report card. Reports cards will be distributed three times a year. Formal parent conferences will be held once a year and as needed to support academic progress, social well-being and student responsibility. Parents will learn about grade level and teacher expectations during the scheduled Back to School Night at the beginning of the academic year. Parents will be informed by emails, written communications, phone calls and informal conferences when a child needs more support.

In an effort to have all students become successful, the principal will compile a longitudinal study of students at risk, scoring Basic, Below Basic, or Far Below Basic on the CST. Additionally, data from the periodic Core K-12 District Assessments and Quarterly Math Assessments from each grade level will be evaluated. This study will be used to determine at risk students targeted for intervention by teachers at grade level meetings, to help support student learning, and to apply appropriate teaching methodologies as a guide in monitoring progress. It is the goal of the instructional program to have all students score at or above grade level on the CST. They will then be removed from the intervention list.

Areas of need are identified from student scores based on in-house tests, CST's, and periodic assessments and then a course of action will be planned by administrators and teachers. Success will be measured by having at least 75% of our matriculating students entering the Middle School proficient in English Language Arts and Mathematics.

Language Arts periodic assessments are used to assess student progress in English Language Arts. These benchmark assessments are used at specific intervals to monitor student achievement. District materials, additional teacher-created and commercially published unit tests are used to assess student achievement and to inform instructional practice at the completion of individual units. Results of these assessments, possible interventions and re-teaching topics are discussed at grade level meetings.

Assessment data is used to inform instruction and professional development on an ongoing basis. Teachers and administrators are directly involved in identifying and aligning curriculum, instructional materials, interventions, and periodic and formative assessments with the goal of meeting and exceeding the California and National Standards. As part of this process, El Oro Way will consider new texts and program adoptions of LAUSD, along with its own preferences, to identify how best to meet the unique and changing needs of students. This will include participating in District trainings and in-services and the use of District instructional guides, and periodic assessments as determined by El Oro Way. The Local District Superintendent in cooperation with El Oro Way's teachers and administration will decide the degree, extent, and nature of implementation of new District adoptions and periodic assessments in meeting the needs of our students.

ESL students are given the CELDT test on an annual basis and are monitored using the LAUSD portfolio. Students are expected to increase one ELD level per year. CELDT data is analyzed each year as part of the data review. El Oro Way is committed to improving outcomes for students historically at risk and developing ways to decrease the achievement gap among these populations. Teachers at El Oro Way will use a State Adopted ESL program (currently provided in the Treasures series) for at least 30 minutes per day to deliver a high quality, rigorous ESL program for qualifying students. In keeping with LAUSD policy, ESL students in the fifth grade will be given the Diagnostic Placement Inventory for appropriate placement in Middle School.

## **Testing**

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated charter school, El Oro Way will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

CST assessments will be taken at the same time as other LAUSD schools. El Oro Way follows District required testing calendars and procedures through the use of all state mandated assessments. The CELDT tests will be administered to students, with a language other than English, on the Home Language Survey, as well as teacher observation.

## **ELEMENT 4: GOVERNANCE**

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

The Charter School is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over El Oro Way. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements. Any governance 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, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

In the event that El Oro Way changes from affiliated charter status to independent charter status, El Oro Way and/or its non-profit corporation will be a separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If El Oro Way changes its status to an independent charter school, El Oro Way shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

El Oro Way Charter Elementary School will operate as an affiliated charter school within the Los Angeles Unified School District. The Los Angeles Unified School Board is the governing body for El Oro Way. The school site governance structure is the El Oro Way Leadership Council, the sole decision making body that makes decisions that involve various aspects of the school within the authority of the Local District Superintendent and LAUSD Board of Education. The El Oro Way Leadership Council’s actions and decisions shall be bound by the decisions of the Local District Superintendent, Los Angeles Unified School Board, LAUSD policies and procedures and State laws applicable to charter schools. The District reserves the right to appoint a non-voting single representative to the Charter School governing council.

El Oro Way Leadership Council responsibilities include, but are not limited to:

- categorical block grant budget
- curriculum/instruction
- personnel selection pursuant to District policies and procedures
- scheduling of school events
- determination of site level calendar

- implementation of student admissions and/or enrollment policies in accordance with the District policy
- student conduct
- community relations
- categorical block grant management
- school operations

All attempts will be made to gain consensus, the preferred method of decision-making. In the event that consensus cannot be reached, decisions can be reached by a quorum. Any decision made cannot impact LAUSD personnel including; salaries, health benefits and job security. LAUSD personnel issues will be dealt with according to the Collective Bargaining Agreements between LAUSD and the respective bargaining unit.

This Leadership Council, also known as our School Site Council, shall consist of 10 members: Principal, 1 classified representative, 3 teachers (including the teacher union chapter chair), and 5 parent/guardian representatives. Council members are elected for 2 year terms. The District reserves the right to appoint a non-voting single representative to the Charter School governing council. The El Oro Way Leadership Council operates under its bylaws and may from time to time revisit the policies and procedures and amend its bylaws accordingly.

Members of the Charter School's governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest. El Oro Way will participate in any and all audits and inspection of records as would any other typical LAUSD elementary school. A vacancy in any office is filled at the earliest opportunity by a special election of the council, for the remaining portion of the term of office.

The El Oro Way Leadership Council and committees shall comply with the Brown Act and meet at least 8 times per year. All meetings are open to the public and members of the school community in accordance with the Brown Act. Notifications of Leadership Council meetings shall be published in the school newsletter, on the website or on the school marquis at least 72 hours to one week in advance. In addition, an agenda for each meeting will be written in the school newsletter or posted online at least 72 hours to one week prior to the meeting. Each year, the Leadership Council will vote for a chairman, a secretary, and a parliamentarian. Minutes of each meeting shall be taken and available for review online upon approval. Every person has a right to inspect and copy these public records.

El Oro Way recognizes that the Principal is the school leader. In the event that the El Oro Way Leadership Council should take a vote of non-confidence in the school Principal, selected from an LAUSD provided list, the LAUSD will work with the Leadership Council to change the principal in accordance with the appropriate collective bargaining agreement and District policy.

The work of the El Oro Way Leadership Council shall be accomplished through the activities, reports and recommendations of its various advisory committees. Issues arising before the Leadership Council will be referred to the appropriate committee for consideration and its recommendations shall be presented to the Leadership Council for final approval. Each committee shall be chaired by a teacher and a parent representative will serve as an advisor. All committees must have both parent and teacher representation. The principal and magnet coordinator shall be a member of each committee. All committee meetings will be open to the public and meeting notices advertised one week prior. Everyone interested will be encouraged to attend. Involvement in the governing council and the various committees will provide for direct parent and teacher involvement regarding the ongoing process of reviewing and revising the school's educational program to meet the unique and changing needs of our students. Any parent of a child enrolled at El Oro Way can nominate themselves as a candidate to sit on a committee for the at large position then each candidate is invited to speak to the governing council to present their qualifications before the council selects one candidate. The Leadership Council will then elect the candidate into the position of parent at large through a quorum vote.

Staff members are elected by their peers to sit on committees during a staff meeting. The representatives must be confirmed by the Leadership Council with a quorum vote. It is noted that each committee is headed by a Leadership Council teacher that will be selected and ratified by the Leadership Council at the first meeting of the new school year. Committees meet at least four times per year, but when circumstances arise, it is expected that committee members meet to address any pressing need.

The budget plan for the financial operation is consistent with the requirements of any school district budget and is designed to identify the costs associated with the operation of an affiliated charter school serving a population of students Kindergarten through fifth grades. The Charter School will open with grades K-5 and remain at that level in subsequent years. The Charter School budget will flow from the LAUSD and be allocated to El Oro Way. At present the District does not provide El Oro Way with three-year financial projections. The District ensures adequate cash flow for El Oro Way. The School will be operated as an affiliated charter with LAUSD. As a District affiliated charter school, El Oro Way will be afforded resources in the same manner used for funding all District schools. El Oro Way does not invest funds and deposit any received funds through the District process.

Budget decisions will also be made by taking into account the priorities of the school as well as the parent community. Prior to creating budgets for the upcoming fiscal year, a survey will be distributed to the El Oro Way parent community to determine their goals with respect to the school's educational program. The results of this survey will assist the committee in determining how the budget for the upcoming year might be allocated.

El Oro Way will participate in any and all audits and inspection of records as would any other typical LAUSD elementary school. El Oro Way will be subject to District oversight and that this oversight shall continue throughout the life of the Charter School. Oversight also includes monitoring of the Charter School's progress and attainment of measureable pupil outcomes, as well as adherence with all applicable laws and regulations, court

orders, and the terms of the charter, and financial reporting requirements. El Oro Way will also expect that oversight shall include a review of the school's performance in the areas of academic achievement, governance, organizational management, finance, and the attainment of applicable benchmarks as well as a review of adherence with applicable law, regulations, and the terms of the charter. It is also understood that the District will identify the school's strengths, underdeveloped areas, develop specific goals to facilitate year-to-year oversight, and review the school's self study process to facilitate school improvement.

El Oro Way will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time. In the event that the charter needs to be amended, the El Oro Way Leadership Council will need a resolution raised and obtain a quorum vote for approval of the amendment in order for the amendment to move forward for submission to the Innovation and Charter Division for approval from the LAUSD Board within the legal timeline.

### **Grievance Procedure for Parents and Students**

As a District affiliated charter, El Oro Way shall comply with District's Grievance policy and procedure for Parents and Students.

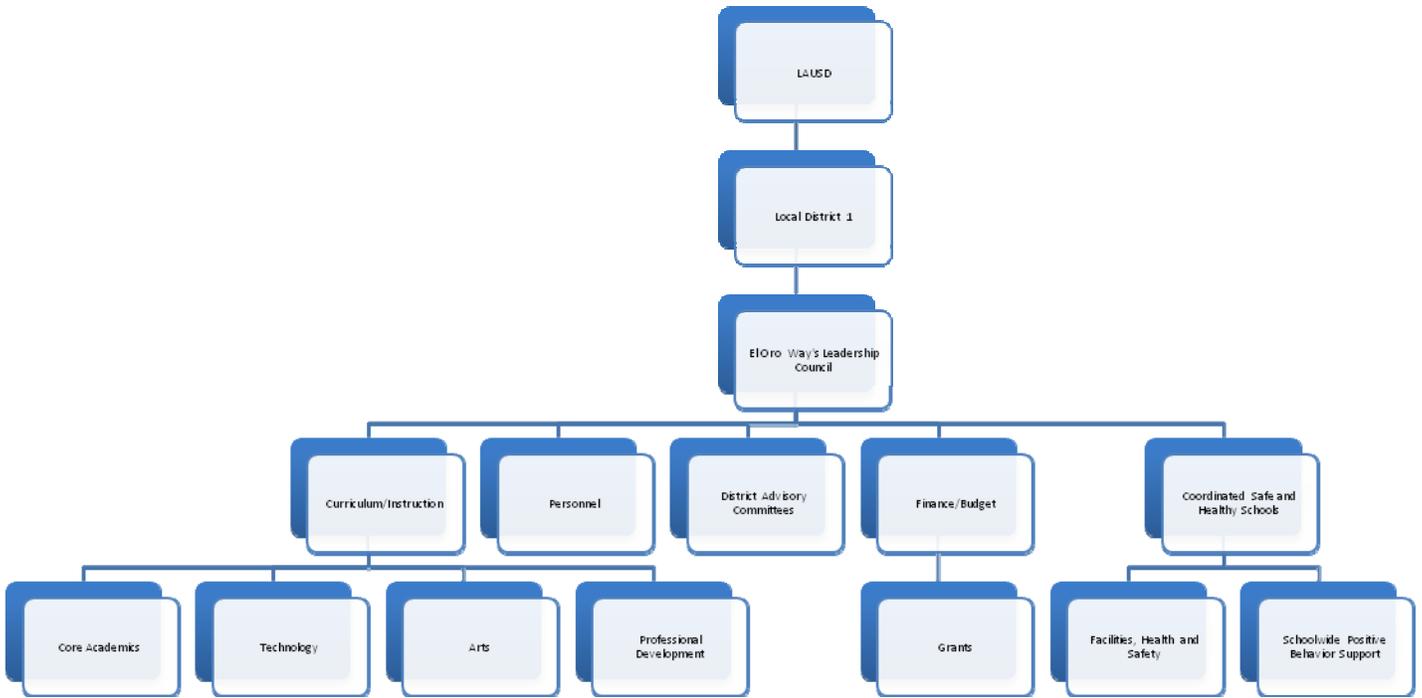
#### **Responding to Inquiries**

- El Oro Way shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records. El Oro Way acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.
- If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

#### **Notifications**

- Notification is to be made to the Innovation and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by El Oro Way.

# El Oro Way Leadership Council



## **Advisory Committees for the El Oro Way Leadership Council**

### **Leadership Council**

- 3 Teachers
- 5 Parents or Community Members
- 1 Classified Staff Member
- School Principal

### **Curriculum/ Instruction**

- Core Academics
- Technology
- Arts
- Professional Development
- Assessments

Chair: Principal

Membership: 1 Teacher per grade level  
1 Parent Advisor  
1 UTLA Teacher Representative

### **Personnel**

- Certificated
- Classified

Chair: Principal

Membership: 1 Teacher  
1 UTLA Teacher Representative  
1 Parent Advisor (depending on the school's vacancy)

### **District Advisory Committees**

- District Advisory Committees as needed (ELAC, CEAC)

## **Finance/Budget**

- Oversee categorical block grant

Chair: Principal

Membership: 1 Teacher  
1 School Parent  
1 UTLA Teacher Representative  
School SAA

## **Coordinated Safe and Healthy School**

- Facilities, Health and Safety
  - Visitor Policy
  - Traffic
  - Facilities and Operations
  - Emergency Procedures
- School-wide Positive Behavior Support
  - Behavior Expectations
  - Anti-bullying
  - Nondiscrimination
  - Attendance

Chair: Principal

Membership: 1 Teacher  
1 Parent Representative  
1 UTLA Teacher Representative

## **Habitat Classroom Committee**

Chair: 1 Teacher

Membership: 1 Parent Representative  
1 UTLA Teacher Representative

## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

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

El Oro Way believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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 recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools

El Oro Way Charter for Enriched Studies will abide by District policy, procedures, and collective bargaining agreements for employee selection. The school will make its recommendations to the Local District Superintendent who will make the final decision. El Oro Way has a policy of recommending the most qualified candidates in all job positions for employment. All full-time classroom teaching positions at El Oro Way shall be filled by NCLB highly qualified credentialed employees. All administrative positions at El Oro Way shall be filled in accordance to District and personnel commission policies and filled by individuals with the appropriate credentials for such administrative positions. Credentialed administrators will be recommended to the Local District Superintendent for a final determination. While El Oro Way recommends employees through an interview process and in accordance to District and personnel commission policies, the District is the employer and all candidates must be processed through the District. As an affiliated charter school, El Oro Way will abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99 and other collective bargaining units and LAUSD. All employees shall be compensated according to District contracts and the respective collective-bargaining agreements. Staff are subject to District decisions regarding reduction in force and layoffs.

LAUSD credential office will maintain all copies of teacher and administrative credentials to be readily available for inspection. El Oro Way teachers are able to utilize the LAUSD credential office to assist with any credential issue that might surface.

Background checks are conducted through LAUSD as the official employer of staff at El Oro Way. Background checks are assumed by LAUSD and must take into account any

and all LAUSD union contracts and collective bargaining agreements with regards to privacy and permissibility.

### **Personnel**

El Oro Way shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any 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, Article XXVII of the LAUSD – UTLA CBA must be adhered to, particularly in regard to Local School Leadership Council composition and responsibilities.

### **Certificated Personnel**

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. El Oro Way will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to the El Oro Way campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).

### **Classified Personnel**

Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the Personnel Commission Rules and applicable collective bargaining agreements. Unless valid reemployment lists exist, El Oro Way have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to El Oro Way, however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g. reductions-in-force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)

Unless the District has assigned all employees in a classification to a specific basis, El Oro Way will have autonomy in assigning positions to specific working basis.

### **Professional Development**

In addition to any District-mandated professional development, El Oro Way shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by the El Oro Way will, in turn, be funded by the District consistent with its practice for other District schools.

## **Administrative Selection Procedures**

El Oro Way Charter Elementary School shall adhere to all applicable court mandates, state and federal laws, district and personnel Commission policies, and collective bargaining agreements with regard to recommending for selection its own administrative staff and shall not discriminate on the basis of ethnicity, national origin, religion gender, age, disability, or sexual orientation. When a principal or assistant principal is needed for El Oro Way an Interview/Selection Committee shall be selected and approved by the El Oro Way Leadership Council. Said committee may include, but is not limited to, the UTLA chapter chair, two veteran teachers of at least three years experience at El Oro Way, three parents of current students and a classified representative whose primary duties are school based operations.

The application for a new administrator will be filed in accordance to District and personnel commission policies. The applicant(s) will be interviewed by the selection committee and the selection committee will be authorized, by consensus or at least 75% majority vote, to decide which applicant will be recommended for employment to the Local District Superintendent. Upon employment, all administrative candidates will be subject to LAUSD evaluation procedures from Local District personnel. In the event that LAUSD permanently reassigns an administrative employee of El Oro Way, the El Oro Way Leadership Council shall be notified by LAUSD as soon as possible. Upon notification, the selection committee will begin the selection process to fill the vacant position according to the process identified above and consistent with District policies. Upon employment principal candidates will be expected to:

- provide assistance, guidance and supervision in instructional practices and curriculum development
- visit classrooms regularly and provide timely feedback on instructional practices
- provide leadership for identifying goals for student achievement and to monitor and share progress of students identified at risk
- develop partnerships among students, parents, community members, teachers, and support staff
- provide timely information to teachers, parents and the school community about school affairs
- oversee the instructional program
- utilize a shared decision making format with the Leadership Council and respective committees
- provide opportunities for professional growth
- assist with student discipline
- attract new resources to the school
- oversee business practices of the school
- monitor the expenditures of all school funds in accordance with federal, state and district guidelines
- maintain regular, punctual attendance
- maintain professional appearance and attitude
- evaluate performance of certificated and classified personnel in alignment with collective bargaining agreements

- maintain a school climate that ensures the safety, health and welfare of students and personnel
- attend all Leadership Council meetings
- uphold all aspects of the charter and work cooperatively with the District when differences arise

### **Teacher Selection Procedures**

El Oro Way shall participate in the selection of its own teaching staff consistent with District policies and procedures and shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, disability, or sexual orientation. All full time classroom teaching positions shall be filled by NCLB highly qualified credentialed employees. Upon employment, teacher candidates will be subject to the evaluation procedures as determined by the UTLA/LAUSD contractual agreement.

Interested teacher candidates will be asked to apply in accordance with District and personnel commission policies. Candidates will submit a resume, plus letters of recommendation from former supervisors or other references. The candidate may be subjected to an informal classroom visit by member of the selection committee or asked to present a demonstration letter. Candidates are expected to demonstrate that they have read the school charter and are familiar with the goals, vision and duties expected of a teacher candidate. Teacher candidates shall be recommended by the Selection Committee as approved by the El Oro Way Leadership Council and may include, the Principal, two (2) parents, three (3) teachers (where 1 teacher must be from the approximate grade level where the opening exists). Other non-voting members may be included on the selection committee as decided by the committee to add expertise in interviewing for the vacant position. The El Oro Way Leadership Council approves and authorizes the autonomy of said committee. The recommendation will be forwarded to the Local District Superintendent for a final determination. Upon employment at El Oro Way, teacher candidates will be expected to:

- provide a quality, enriched and integrated curriculum based on the school’s charter
- provide a quality, enriched and integrated curriculum that responds to the needs of English Language Learners, students with special needs, students identified “at risk” and Gifted and Talented students
- integrate technology to enhance curriculum
- comply with Individual Education Plans (IEP)
- provide continual assessment of student progress and to maintain records of such progress
- monitor and adjust classroom lessons to meet the changing needs of students
- provide an effective room environment that reflects and facilitates the academic program
- continue to work on professional growth
- provide ongoing and open communication with parents
- be an active participant in at least one aspect of school governance
- participate in grade level meetings and share best practices
- maintain regular and punctual attendance

- maintain professional appearance and attitude
- attend Leadership Council Meetings (when held on contractual time)

All classroom teachers will be highly qualified and have the appropriate credential issued by the State Commission on Teacher Credentialing for his/her teaching assignment. LAUSD will monitor and hold all teaching credentials and notify administration of any impending renewal requirements in a timely manner. El Oro Way shall continue to use substitute teachers through LAUSD under current procedures.

### **Plant Managers, Cafeteria Managers and Custodians**

Classified positions need to be filled in accordance with Personnel Commission rules, hiring list, rehiring list, etc. Plant managers and custodians are employees of LAUSD. When a vacancy occurs, the El Oro Way Leadership Council shall nominate a committee to interview candidates provided by LAUSD. Plant managers and custodians will perform maintenance and operations for the school site to ensure that the school is maintained and operated appropriately. The plant manager will be responsible for work schedules and procedures as provided for in the collective bargaining agreement. The plant manager will participate in LAUSD and Local District monthly meetings.

### **School Administrative Assistants and Office Technicians**

SAA and Office Tech personnel are employees of LAUSD. When a vacancy occurs, the El Oro Way Leadership Council shall nominate a committee to interview candidates in accordance to district and personnel commission policies. The selection committee will interview the candidates and notify LAUSD of the acceptance of a candidate for employment at El Oro Way. The SAA and Office Technicians will be responsible for duties as determined by the school principal as well as duties described in the collective bargaining agreement.

### **Other Staff**

El Oro Way may from time to time require Instructional Assistants or other staff when budget conditions are favorable. All instructional aides will be selected in accordance to district and personnel commission policies. All instructional aide employees will meet NCLB guidelines and be under the direct supervision of a classroom teacher with duties assigned to them by the classroom teacher and the administration. El Oro Way recognizes that the library assistant position is a unique opportunity to enhance our curriculum and that the librarian is a major part of the El Oro Way program. Consequently, El Oro Way will select our own librarian according to District and personnel commission policies. The library aide position is a LAUSD position; therefore, El Oro Way will follow the appropriate collective bargaining agreement for the library aide position.

From time to time, El Oro Way may submit a Request for Personnel Action for professional experts. These requests must be reviewed and approved by the El Oro Way Leadership Council and appropriate paperwork will be submitted for processing through LAUSD. El Oro Way may utilize categorical block grant funds for these requests.

All employees will be evaluated according to the collective bargaining agreements for each bargaining unit. Teacher assistants and instructional aides will be evaluated yearly using the LAUSD evaluation form. All classified staff will be evaluated in accordance with the collective bargaining agreement for each respective unit. Special education assistants will be evaluated by the principal or assistant principal on a yearly basis using the LAUSD standard evaluation form. Teachers can be exempt from the STULL evaluation process as determined by the UTLA contract and the school site administrator, typically an extension of up to 5 years can be mutually agreed upon. Administrators will be evaluated by the Local District Superintendent or designee.

## **ELEMENT 6: HEALTH AND SAFETY**

*“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237.” Ed. Code § 47605 (b)(5)(F)*

El Oro Way Charter Elementary School will occupy the LAUSD facility/property at: 12230 El Oro Way, Granada Hills, CA 91344.

As an affiliated charter school, El Oro Way will comply with all LAUSD policies and practices to guarantee the health and safety of pupils and staff, including but not limited to, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils’ vision and hearing and screening of pupils for scoliosis.

El Oro Way will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes. In the event that El Oro Way changes its status to independent charter school during the term of this Charter, El Oro Way shall submit a petition for material revision for District’s approval including provisions for insurance and indemnification for independent charter schools pursuant to District requirements.

### **Insurance**

Coverage shall be provided to the affiliated El Oro Way by the District under any of the District’s self-insured programs or commercial insurance policies. The District shall secure and maintain insurance, to protect the El Oro Way from claims which may arise from its operations, as provided to all other schools in the Los Angeles Unified School District.

It shall be the District’s responsibility, to monitor El Oro Way vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. El Oro Way shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners or sponsors.

As an affiliated charter school, El Oro Way will adhere to District’s Health, Safety and Emergency Plans. El Oro Way School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District’s procedures.

In accordance with LAUSD policy and procedure, El Oro Way will work with the office of Risk Management and the Leasing and Asset Management Office to secure all

necessary insurance and other documents when hosting special events or when an outside party plans to use this LAUSD facility. Through LAUSD, El Oro Way will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance, including the Certificate of Occupancy. El Oro Way will be subject to regular safe school inspections by the LAUSD Office of Environmental Health and Safety and work to correct any corrective action notices in a timely manner. El Oro Way will also undergo regular SARC inspections by the Complex Project Manager and will work to remedy any corrective actions in a timely manner. El Oro Way will complete the Safe School Plan each year, file such plan with OEHS and have the plan readily available for inspection. Staff will be trained on the Safe School Plan on an annual basis. El Oro Way conducts regular safety drills, meetings, and includes safety as part of professional development.

As an affiliated charter school, LAUSD will continue to provide services to maintain this facility and keep it in a condition conducive to a safe learning environment. Services would include regular and deferred maintenance, repair of equipment, trash removal, fire alarms, security systems, pest control, lawn and garden maintenance, asbestos management, response to trouble calls, locksmith services, plumbing services, carpenter services, school police services and other cleaning services. These services will extend into the food services area. El Oro Way will work with the Transportation Branch and complete the safe riding practices training on a yearly basis.

As part of the processing for employment, LAUSD and El Oro Way will require that each school employee furnish a criminal record summary as described in Education Code section 44237. Employees will also submit to a fingerprint test. These inquiries should be requested at the time of initial employment with LAUSD and kept of file with the employee's record. As an affiliated charter school, administrators, teachers and other LAUSD employees should not have to undergo background checks or criminal record statements any more than a typical LAUSD employee would have to submit to. TB tests and updates will be maintained by LAUSD. LAUSD will continue to provide employees of El Oro Way timely notices of routine and mandatory TB requirements.

All employees will need to update and be trained in their understanding of Child Abuse Reporting Procedures and Laws on a yearly basis. LAUSD will provide the opportunity for this training through the Learning Zone. The principal of El Oro Way will ensure that all employees fulfill the yearly requirement and renewal procedure and understand their role as mandated reporters. All employees are mandated reporters of suspected child abuse/neglect. As such, all reporters with knowledge of or suspicion of child abuse/neglect call the appropriate law enforcement department or the Department of Children and Family Services immediately or as soon as practically possible within 36 hours of receiving the information concerning the incident. Mandated reporters inform the principal that a report has been made. LAUSD will monitor staff TB clearances and send notification for updates in a timely manner.

The Charter School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times. El Oro Way implements FERPA and ensures safe and confidential securing of student records. All student records are kept in a separate room under lock and key. Access to student records is available to designated staff members. Student records when reviewed by appropriate LAUSD personnel must be signed out and a record kept as to who has viewed the records and why they have viewed them. Pupil records are available for review to the parent or legal guardian only.

All students will submit an immunization record upon enrollment. Immunizations will be entered into the SIS and maintained by both the school nurse and El Oro Way office technicians.

The school principal will conduct and certify in accordance with LAUSD timelines that the following required actions and activities have been completed in accordance with District nondiscrimination and safety mandates, policies, and procedures:

- Anti-bullying Policy
- Child Abuse Reporting Procedures
- Code of Conduct with Students
- Crisis Team Policies
- Ethics Policies
- Hate-Motivated incidents/Hate Crimes Policy
- Injury and Illness Prevention Program Requirements
- Safe School Planning Mandates
- Section 504 and Students/Other Individuals with Disabilities
- Sexual Harassment – Employees Policies and Procedures
- Sexual Harassment – Students Policies and Procedures
- Threat Assessment Policies
- Title IX Policy/Complaint Procedures
- Uniform Complaint Procedures (UCP)

## **ELEMENT 7: MEANS TO ACHIEVE RACIAL & ETHNIC BALANCE**

*“The means by which the school will achieve a racial and ethnic balance among its pupils 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 (b)(5)(G)*

El Oro Way has elected to become an affiliated charter school recognizing that the needs of the students at El Oro Way are different than those of a “typical” LAUSD student, but yet recognizing the value in continuing with the District to mutually benefit by shared professional development and to act as a model for reform for other LAUSD schools as well as to provide an alternative setting for parents looking beyond their home school. By remaining with the District as an affiliated charter, El Oro Way will better be able to offer admission to students from outside the traditional attendance area. El Oro Way also allows for “Open Enrollment” and conducts a lottery for any interested students wanting to gain admittance.

El Oro Way conducts tours three times per year (Nov, Jan, April) open to all parents interested in the school and what it offers. During a tour, prospective parents learn about the El Oro Way program, the parent organization, and after school opportunities. These tours are advertised in the local newspaper and notifications are sent to community organizations in the target area in both English and Spanish. Targeted areas include the school communities within the San Fernando Valley. These areas are targeted because of the potential to increase our African American and Hispanic populations. The most significant way we recruit minority students is by virtue of our reputation. Minority parents whose children have attended El Oro Way are a great community resource in attracting potential enrollees by sharing their educational experiences at El Oro Way. Spanish speaking school site personnel help to translate information for Spanish speaking families.

### **Court-ordered Integration**

The 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Charter School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30, or 30:70, 60:40 or 40:60 ratio.

El Oro Way shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

## **ELEMENT 8: ADMISSION REQUIREMENTS**

*“Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H)*

### **McKinney-Vento Homeless Assistance Act**

El Oro Way will adhere to the provisions of the 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.

### **Admission Requirements**

Admission to El Oro Way is open to all students residing in California. Admission to El Oro Way shall not be determined according to the place of residence of the pupil, or his or her parent or legal guardian, within California.

After admission to the school, parent(s) will attend a grade level orientation meeting to review and sign the parent/student Compact Agreement. Parent attendance at the orientation in no way impacts the student's enrollment or admission. A copy of the existing Parent Compact Agreement can be located in the Appendix.

### **Enrollment/Lottery Assurances and Procedures**

El Oro Way Charter shall be located and operate within the boundaries of Local District 1 of the Los Angeles Unified School District. It shall be open to all students who wish to apply. As an existing public school converting to a charter school, admission preference shall be given to pupils who reside within the former attendance area of El Oro Way Elementary School. However, any student who resides in the state of California may apply to El Oro Way. Should the number of pupils who wish to attend El Oro Way Charter exceed the number of seats available, a public random lottery will take place to determine the school enrollment in accordance to Education Code, section 47605(d)(2)(B). Preference will be given in the order of our charter policy regarding the order of admission. On the drawing date, the Principal and School Administrative Assistant will randomly draw names of the candidates. Parents of the applicants will be notified within 24 hours by phone and a letter will be mailed to the address listed on the application stating either admittance for enrollment or placement on a waiting list with an assigned number. Parents will be notified when a placement is available in the grade level their child needs. Transportation will not be provided. El Oro Way will adhere to all applicable laws governing the minimum age for public school attendance.

### **Charter Policy Regarding Order of Admission**

1. All students residing within El Oro Way's boundaries as defined by the LAUSD
2. Children of current staff members
3. SAS program will follow program requirements and deadlines stated annually by the LAUSD

4. Siblings of current pupils must apply for the lottery per grade level based on space
5. Unaffiliated non-resident students drawn by the lottery per grade level based on space

### **Other Important Information**

1. We do not hold separate lotteries for girls or boys in order to create gender balance
2. A student with an Individualized Education Plan must state a program placement that is offered at the school
3. Students from neighboring Districts must obtain an interdistrict permit from the LAUSD prior to admittance
4. Falsification of Address – if it is determined that a parent or guardian has provided inaccurate information regarding their place of residence and has enrolled their child as a resident student, we are required to transfer the student to their resident school immediately. The student will also be ineligible to participate in the lottery the following school year.

El Oro Way will utilize LAUSD enrollment forms and cumulative records. El Oro Way will adhere to all District procedures related to confidentiality and privacy of records. El Oro Way will follow district policy for requesting the cumulative records of new students who have transferred from other schools. Upon leaving El Oro Way, student records will be forwarded to the new receiving school. Upon leaving El Oro Way, student records will be processed accordingly and forwarded to the receiving school. El Oro Way will conduct, including but not limited to, prospective student tours twice yearly and informative grade level coffees so that the public is educated on what the school policies are and what program we offer. These types of informative meetings will be held for every grade level.

We will post our policies on our websites, hold a minimum of four tours total for all our programs, and hold monthly “Coffee with the Principal” sessions, so that the public is aware of our various programs. Our monthly Site Council/Governance meetings are open to all. The dates are advertised in accordance with the Brown Act.

## **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 (b)(5)(I)*

### **Categorical Funds**

El Oro Way shall have control over the budgeting and expenditure of its categorical block grant funds, including, but not limited to, the right to maintain such funds and/or establish reserves for carry over for future school year expenditures.

As an affiliated charter, El Oro Way shall receive a portion of categorical block grant funding, from the District, as part of the Targeted Instructional Improvement Grant, which is and will be used to support class size reduction for schools identified as Desegregated Receiver and Predominantly Hispanic Black Asian and Other (PHBAO).

El Oro Way must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or PHBAO).

El Oro Way will oversee the receipt and management of the categorical block grant and other fund allocations, and shall adhere to generally accepted accounting principles. El Oro Way may also be subject to audits to verify the accuracy of the school’s financial statements and the books and records relating to its expenditures, as well as its attendance records, accounting practices and internal controls.

### **Timing for Distribution of Categorical Block Grant Funds**

Except as provided above, the District will continue to partially front-fund the categorical block grant allocation to the Charter School. The categorical block grant is subject to adjustment in funding levels and deferrals on the part of the California Department of Education. Consequently, allocations from the categorical block grant to the Charter School may also be subject to adjustment in funding levels and deferrals. In addition, El Oro Way may also be subject to District “freezes” in a manner consistent with other District schools.

### **Other Sources of Funds**

The District shall retain general purpose entitlement funds and any other state or federal funding, with the exception of grants separately applied for and received by the Charter School, to maintain the Charter School in accordance with their annually adopted budget and consistent with staffing norms and support at the District norm levels. Funding from the Charter School will be used to enable the school to receive norm levels at the PBHAO or desegregated receiver level, as appropriate.

## **Administrative Fees**

The District will retain an administrative fee from the categorical block grant to cover part of oversight costs. This administrative fee is approximately 2 percent of the categorical block grant.

## **Payment for Other Services**

Services for programs funded through the categorical block grant, such as assessments for the GATE program, will be separately charged to the Charter School. In addition, it will be the responsibility of the Charter School, from site based discretionary resources, to pay for any different or additional level of service above the norm provided to District schools generally. The District shall, upon request, provide a listing of the costs of providing such services.

## **Documentation**

The Charter School's financial reports shall remain a part of the District's single report to the Los Angeles County Office of Education or other regulatory body, as applicable. El Oro Way shall prepare and submit all required financial data and reports for inclusion in the District's report.

## **Per-Pupil Budgeting**

Where possible, El Oro Way will have the ability to implement the District's per-pupil budgeting model.

## **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.
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Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,

- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

The Charter School will develop and maintain internal fiscal control policies governing all financial activities.

## **ELEMENT 10: SUSPENSIONS AND EXPULSIONS**

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

As an affiliated charter school of the Los Angeles Unified School District, El Oro Way will follow all discipline proceedings established by the District. In LAUSD, the 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 due process rights, and provides for post-expulsion placement and services as required by law. Any provisions in this charter petition or El Oro Way’s discipline process that conflict with LAUSD discipline policy and procedures, state and federal laws shall be null and void.

El Oro Way shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.<sup>1</sup> The Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

El Oro Way implements consistent, positive behavior support. Utilizing personal responsibility, accountability and reflection, students learn to monitor their own actions and decisions. To reinforce scholarly behavior, parents, students and teachers sign a yearly El Oro Way Pledge, based on a shared set of expectations. All students are expected to:

- Be Safe
- Be Responsible
- Be Respectful
- Be Helpful

Specific behavioral expectations are posted in all classrooms and throughout the school. The principles are reinforced and practiced by all school staff, students, and parents. Student intervention begins in the classroom, with accommodations, re-teaching of behavioral expectations, positive reinforcement, and clear expectations. Additional intervention includes office referrals, counseling with the principal, mentoring, parent conferences, adjustments of IEP (including the Behavior Support Plan), and review of 504 accommodations prior to any suspension in line with District’s policy and procedure.

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<sup>1</sup> BUL-4655 Expulsion Of Students - Policy and Procedures, BUL-3819 Guidelines for Student Suspension

El Oro Way will follow Education Code and District policy when a suspension or expulsion is necessary. If a child requires recess restriction, they will be under the supervision of a teacher EC 44807.5. When a teacher recommends classroom suspension, the child must have committed an act described in EC48900. The student in question may be removed from class for the day of suspension plus the following day. This student must be referred to the Principal or designee and must be placed in a supervised location that is not another regular classroom. Teachers may also ask parents to attend class, EC48900.1. A teacher may require the completion of tests and assignments missed during the period of suspension.

Suspension is preceded by an informal conference with the student unless an emergency situation exists, in which case, the conference will be held within 2 days of suspension. The student and parents/guardians/caregivers will be informed of the reasons for discipline and the evidence and shall be given the opportunity to explain or to present a defense. Written parent notification will follow the suspension and parents will meet with the principal in a conference regarding the student's behavior (see below, Administrator's Role in Suspension/Expulsion). Students at El Oro Way will not be suspended unless other means of correction fail to bring about proper conduct. Grounds for suspension include any act listed under E.C. Sections 48900, 48900.3, 48900.4, 48900.7 or 48915. Suspensions for offenses described in EC Section 48915 (c)(1) through (c)(5) require immediate suspension from school, and immediate recommendation for expulsion if it is determined that the pupil had committed the act at school or at a school activity off school grounds.

A student may be suspended for up to no more than five consecutive school days. Suspensions shall not exceed 20 days in any school year unless the student is transferred to another school or program for adjustment purposes, in which case the number of days of suspension may be increased by 10, making the total number of suspension days from school in any school year 30. Every attempt, however, shall be made to address student misconduct by implementing interventions and alternatives to suspension. Students are subject to suspension or expulsion for offenses occurring:

- while on school grounds
- while going to or coming from school
- during the lunch period, while on or off campus
- during, or while going to, or coming from, a school-sponsored event

### **Rules and Procedures for Suspension and Expulsion**

The procedures for suspension and expulsion from school will follow the procedures identified by LAUSD and in the California Education Code, Section 48900. Identified infractions may result in immediate suspension or expulsion per LAUSD policy and the California ED. Code Section 47605 (b)(5)(j) and in accordance with California Education Code, Sections 48900 et seq. and 48915 as well as the federal Gun-Free Schools Act of 1994. Procedures leading up to suspension will be progressive in severity and involve the active participation of students, teachers, the administrator, a classified employee and parents. Teachers may suspend students from their classrooms as per LAUSD/UTLA

negotiated policy. Student expulsion recommendations from El Oro Way will be referred to the Student Discipline Proceedings Unit of the LAUSD for processing and disposition and notification.

### **Grounds for Suspension/Expulsion**

In accordance with E.C. Section 48915, the principal shall immediately suspend and recommend a student's expulsion if he or she determines that the student committed any of the following acts at school or at a school activity off school grounds:

- possessing, selling, or furnishing a firearm
- brandishing a knife at another person
- unlawfully selling a controlled substance
- committing or attempting to commit a sexual assault or committing a sexual battery
- possession of an explosive

NOTE: An employee of the school district must verify the student's possession of the firearm and the principal must confirm that the student was in knowing possession of the firearm.

The principal shall recommend a student's expulsion if he or she determines that the student committed one or more of the following acts at school or at a school activity off school grounds unless the principal also determines that expulsion is inappropriate due to the particular circumstance:

- caused, attempted to cause, or threatened to cause physical injury to another person
- willfully used force or violence upon the person of another, except in self-defense
- possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal/designee
- unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- committed or attempted to commit robbery or extortion
- caused or attempted to cause damage to school property or private property
- stole or attempted to steal school property or private property
- possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel
  - However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- committed an obscene act or engaged in habitual profanity or vulgarity
- unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code

- disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- knowingly received stolen school property or private property
- possessed an imitation firearm
  - As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- committed or attempted to commit a sexual assault as defined in Section 261, 266c, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- unlawfully offered, arrange to sell, negotiated to sell, or sold the prescription drug Soma
- engaged in, or attempted to engage in, hazing as defined in Section 32050
- aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only)
- committed sexual harassment, as defined in California Education Code Section 212.5
  - For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.
- caused, attempted to cause, threatened to cause, or participated in an act of violence, as defined in subdivision (e) of Section 233
  - This applies to pupils in grades 4 to 12, inclusive.
- intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and having invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment
  - This applies to pupils in grades 4 to 12, inclusive.
- made terrorist threats against school officials or school property, or both

### **Due Process Rights for Students Prior to Suspension or Expulsion**

El Oro Way shall adopt the policies of LAUSD regarding suspension and expulsion of students as set forth in California Education Code, Section 48900 et seq., and the federal Gun-Free School Act of 1994, and the bargaining agreement between UTLA and LAUSD. Students and their families are notified of their rights in the Parent Student Handbook

given out at the beginning of each year. All students, including students who reside outside of the LAUSD area, will be subject to these policies.

### **Administrator's Role in Suspension/Expulsion**

If suspension is necessary, the principal shall notify the parent, remind the parent that suspension is a disciplinary action and schedule a parent conference. The principal shall inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child's behavior. No student shall be penalized for his or her parent's failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent at the school conference (E.C. section 48911).

The principal may suspend a student without affording him/her an informal conference only if an emergency situation exists. The term "emergency situation" means that the principal has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended from school without the conference, the designated administrator shall notify both the parent and the student of their right to a conference and of their right to return to school for that purpose. The conference shall be held at the earliest time possible, but no later than two school days after the incident takes place unless the student waives this right or is physically unable to attend. In the latter instance, the conference shall be held as soon as the student is able to attend.

### **Suspension Appeal Procedures**

The principal is to advise the parents of the appeal procedures when they disagree with the suspension. The appeal may first be made to the school principal (not designee). If the parents wish to appeal the principal's decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference shall be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated. The results of the appeal may include, but are not limited to:

- sustaining the suspension in all respects
- modification of penalties imposed
- rescinding the suspension and expunging the suspension from the student's records

The parents shall be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision shall be included in the student's discipline records if the parents so request.

### **Expulsion Procedure**

Only the Principal of El Oro Way Charter For Enriched Studies can recommend that a pupil be expelled.

Whenever a student is accused of an act for which an expulsion may be recommended, the principal will conduct an incident investigation by 1) discussing the matter with district officials, 2) identifying and interviewing witnesses, 3) securing oral and written statements, and 4) reviewing appropriate student records.

The administrator will also notify law enforcement if certain acts have been committed by the student, including assault with a deadly weapon, possession of narcotics or controlled substances, possession of a weapon at school. The principal will then consult with the Student Discipline Proceedings Unit of LAUSD regarding the appropriateness of an expulsion, and additionally consult with his/her administrative supervisor. If expulsion is recommended the Principal will conduct any necessary conferences and forward all information to the Discipline Unit in accordance with District policy.

The LAUSD Student Discipline Proceedings Unit is charged with ensuring that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights. A student may be expelled without suspended enforcement and therefore not be allowed to attend any LAUSD school or program during the term of expulsion.

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the LAUSD Discipline Unit at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the LAUSD Board to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of El Oro Way at the time the pupil seeks readmission.

Therefore, in the event that a student requires expulsion, El Oro Way will work with LAUSD and consider BUL-4655, March 13, 2009 as the guiding practice for expulsion. El Oro Way will notify the Local District Superintendent of any potential expulsion case and provide the LD Superintendent with a copy of the case file for review. It will be the Local District Superintendent that will review the case and prepare the recommendation to expel the student. El Oro Way will cooperate fully as indicated above with LAUSD in preparing the file for student expulsion and participate and cooperate with the Board decision on the plan for rehabilitation.

Whenever a suspension occurs, the principal is to advise the parents of the appeal procedures when they disagree with the suspension or recommendation. The appeal may first be made to the principal. If the parents wish to appeal the principal's decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference shall be arranged as soon as possible following the parents' request;

during the period of appeal, the suspension remains in effect for the length of time designated. The parent shall be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision shall be included in the student's discipline records if the parents so request.

### **Outcome Data**

El Oro Way shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

### **Rehabilitation Plans**

Pupils who are expelled from El Oro Way shall be given a rehabilitation plan upon expulsion as developed by the Los Angeles City Board of Education at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to El Oro Way for readmission.

### **Re-admission**

El Oro Way shall follow District policies and procedures with regard to requests for re-admission and the process for the required review of all expelled pupils for re-admission. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered. El Oro Way is responsible for reinstating the student upon the conclusion of the expulsion period whether the student seeks readmission or not.

### **Special Education Discipline**

In the case of a student who has an IEP, or a student who has a 504 Plan, El Oro Way will ensure that it follows the 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 the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a 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's failure to implement 504?

## **ELEMENT 11: EMPLOYEE BENEFITS**

*“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 (b)(5)(K)*

All certificated, classified and administrative staff of El Oro Way are employed by the Los Angeles Unified School District. All certificated and classified employees of the Los Angeles Unified School District participate in the retirement system associated with their bargaining unit and as such all are administered by the LAUSD. El Oro Way and the employees shall have all the rights and privileges as any similar employees of an elementary school within the jurisdiction of LAUSD.

Employees of El Oro Way will continue to receive compensation and benefits for their services according to the provisions of their collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, and retirement benefits including organizations such as STRS/PERS, health insurance, life insurance and all other assigned compensation and benefits.

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

## **ELEMENT 12 – ATTENDANCE ALTERNATIVES**

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

Students that choose not to attend El Oro Way Charter for Enriched Studies, a neighborhood school, may choose to attend other public schools in the LAUSD or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

Each pupil enrolled in the Charter School has no right to admission in a non-charter District school as a consequence of charter school enrollment except to the extent that such a right is extended by the District.

## **ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES**

*“A description of the rights of any 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 (b)(5)(M)*

El Oro Way Charter for Enriched Studies and LAUSD will abide by the Collective Bargaining Agreement in place between school employees and LAUSD.

### **Procedures for Dealing with Staff Issues**

As an affiliated charter school, all administrators, faculty and staff of El Oro Way are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units.

El Oro Way shall abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99, CSEA, Teamsters, other collective bargaining units and LAUSD. Staff are subject to District decisions regarding reduction in force and layoffs.

As an affiliated school the District determines the process by which salaries, benefits, working conditions, and items, i.e., calendars, holidays, vacations, workday and year.

All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements.

- If the school closes, rights of employees are governed by District policy and applicable collective bargaining agreements.



Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. 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 date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by 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 Local District.

## **ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER**

*“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b)(5)(O)*

The Los Angeles Unified School District is the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

All classified, certificated and administrative employees of El Oro Way Charter for Enriched Studies will be employees of the Los Angeles Unified School District and will therefore be members of the associated unions and represented by the collective bargaining agreements for each respective unit.

## **ELEMENT 16 – CHARTER SCHOOL CLOSURE**

*“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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 (b)(5)(P)*

### **Revocation**

The District may revoke the charter if El Oro Way commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of El Oro Way if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- El Oro Way committed a material violation of any of the conditions, standards or procedures set forth in the charter
- El Oro Way failed to meet or pursue any of the pupil outcomes identified in the charter
- El Oro Way failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement
- El Oro Way violated any provisions of law

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Charter School in writing of the specific violation, and give the 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. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

### **Charter Renewal**

El Oro Way must submit its renewal petition to the District’s Charter Schools Division no earlier than August of the year before the charter expires.

### **Closure Procedures**

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School governing council votes to close the school; or the Charter lapses. In the event of such a Closure Action, or as soon as El Oro Way informs the District of its intent to voluntarily close, the following steps are to be implemented:

1. If the affiliated Charter School's governing council voluntarily closes the Charter School, the LAUSD Board of Education will hold a public meeting officially closing the Charter School. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.
2. The Innovation and Charter Schools Division will notify the California Department of Education that El Oro Way has closed and the effective date.
3. Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.
4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing.
5. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.
6. Written notification to parents/guardians/caregivers of the enrolled students of the Charter School will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of closure.
  - a. The process for transferring student records shall be in accordance with LAUSD procedures.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end El Oro Way's right to operate as a Charter School or cause El Oro Way to cease operation.

### **Facilities**

El Oro Way is an affiliated Charter School with LAUSD and uses LAUSD facilities on a yearly basis. El Oro Way will not move or expand to another facility during the term of this charter. El Oro Way will not open in any location other the present location, an LAUSD owned property, at 12230 El Oro Way, Granada Hills, CA 91344.

Charter Petitioner or Developer (affiliated charter): El Oro Way Charter For Enriched Studies

Charter Management Organization: N/A

Petitioner's Mailing Address: 12230 El Oro Way

Granada Hills, CA 91344

Proposed Charter School Location: Same as above

LAUSD Attendance Area: Local District 1

Proposed Charter School to be located within the boundaries of LAUSD: Yes

In the event that El Oro Way changes its status to independent charter school, during the term of this Charter, El Oro Way shall submit a petition for material revision for District's approval. El Oro Way shall meet all requirements of an independent charter that occupies LAUSD facilities; El Oro Way shall enter into facilities use agreement with the District and adhere to District guidelines including:

- Proposed Charter School Location \_\_\_\_\_
- Names of District school sites near proposed location
- Proposed Charter School to be located within the boundaries of LAUSD.

### **District-Owned Facilities**

If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use. Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment.

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- o Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- o Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- o Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- o Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
  - i. Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- ii. Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- o Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
  - i. Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - ii. Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- o Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

## **Facility Status**

The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed Charter School facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

### **Occupancy of the Site**

The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

### **Health & Safety**

The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm)

### **Asbestos Management**

The Charter School will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

# Appendix

Appendix A - Categorical Block Grant Narrative

Appendix B - Faculty Signatures

Appendix C - Attendance Lottery Form

Appendix D - Resume of School Principal

Appendix E - School Governance Council Resolution

Appendix F – Parent School Compact

Appendix G – Charter School Guidelines Checklist Initial Screening