

Serrania Charter for Enriched Studies
Petition for Affiliated Charter

Los Angeles Unified School District
Charter School Application

**Petition for Conversion to Affiliated Charter
Submitted by Serrania Charter for Enriched Studies**

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INTRODUCTION

Purpose

The Serrania community is single-minded in its goal of becoming an affiliated charter school in the Los Angeles Unified School District (LAUSD or the District). The purpose of the Serrania Charter for Enriched Studies affiliated charter school petition is as follows:

Initially, the affiliated charter allows the combined efforts of its stakeholders including teachers and other staff, parents and business partners to focus on the overall wellbeing of the student body. Secondly, the charter provides a focus through which the school provides a challenging, enriched education program for a diverse range of student needs. Thirdly, an affiliated charter designation will allow Serrania to implement a curriculum that not only meets but exceeds the District established academic standards. The curriculum inspires higher order thinking skills, provides for multiple intelligences, and incorporates project-based learning and multimedia literacy across the instructional setting. This will motivate students to develop an intrinsic life-long love of learning. Our innovative approach to teaching and learning will emphasize inquiry and discovery in all forms as the path to student success. It is through the use of these strategies and tools that students will advance in their understanding and ability to use their knowledge to further realize their place in a global community.

Serrania Charter for Enriched Studies is a California Distinguished School. However, Serrania is 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 restricted our efforts to provide truly differentiated instruction to an increasingly diverse student population: special needs, gifted and talented students, English Language Learners, students performing below grade level, and all students. Our school is continually challenged to do more with less.

Changes such as these have affected us internally as well. We find that the resources to maintain our high performing school are not provided due to the limited budgetary funds available. Meanwhile, we continue to 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 Serrania with a means to overcome some of these difficulties meeting and exceeding the goals established by the community so that every student reaches his or her highest potential.

Goals of Serrania Charter for Enriched Studies

The primary goal for Serrania Charter for Enriched Studies is to provide a ground breaking instructional program that actively engages all children to embrace learning and to work to their highest potential. Serrania Charter wishes to accomplish the following:

Maximize student success, based on state academic standards and additional assessment techniques, such as performance assessment, differentiated assignments, student-led conferencing, and self-assessment.

Increase interactive hands-on learning opportunities for all students with an emphasis on enriched learning experiences that are differentiated for subgroups, such as children identified below grade level, gifted and talented, special needs, and English language learners.

Encourage the use of innovative teaching methods, the use of assessment data to meet the needs of our students, and to empower our teachers through targeted professional development.

Actively engage the West Valley community in taking part in opportunities to shape the learning environment and to contribute to Serrania Charter for Enriched Studies' success.

Through thoughtful communication and articulation with neighboring middle schools and high schools, Serrania Charter will continue to build the pathway for an outstanding public education.

Description of the School

Serrania Charter for Enriched Studies, an affiliated charter school for grades kindergarten through fifth grade, is located at 5014 Serrania Avenue, Woodland Hills, CA, in District 1 of LAUSD. We currently have four kindergarten classes, a split class of kindergarten and grade one, four first grade classes, four second grade classes, four third grade classes, four fourth grade classes, three fifth grade classes, two Special Day classes (Preschool Aphasia and Specific Learning Disabilities) and one and one half Resource Specialist Program/Learning Center. We have a total of 607 students this year but we expect our enrollment to increase to 650 based on E-Cast demographics and lottery.

The Serrania Charter for Enriched Studies and Its Community

The Serrania Charter for Enriched Studies' site is a conversion of the LAUSD Serrania Avenue Elementary School. Serrania is located in the West San Fernando Valley. The school opened in 1957.

In the immediate geographic area of Serrania, there are 15 private and public school options available for families that reside within a 3-mile radius of our school (see chart).

Serrania is essentially competing to maintain its status as the highest quality education available for our community. Our intent is to preserve our core population while at the same time opening enrollment to an even broader base of students to strengthen the diversity of the school. We believe that by becoming a more diverse school that embraces children of all ethnic and socioeconomic backgrounds, we will foster a deeper appreciation for the diversity inherent in Los Angeles and the greater global community.

Assurances

Serrania Charter for Enriched Studies shall be nonsectarian in its programs, admission policies, employment practices and all other operations. Serrania Charter for Enriched Studies will not charge tuition and will admit all pupils who wish to attend the school according to EC 47605(d)(2)(A). Serrania Charter for Enriched Studies will not discriminate against any student on the basis of disability, gender, 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. Serrania Charter for Enriched Studies will determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, then preference shall be extended to pupils who currently attend Serrania Charter for Enriched Studies and the pupils who reside in the District. EC 47605(d) (2) (B) Serrania Charter for Enriched Studies will not require any child to attend the charter school or any employee to work at the charter school. Serrania Charter for Enriched Studies will notify the superintendent of the school district of the pupil’s last known address within 30 days and shall, upon request, provide the school district with a copy of the cumulative record of the pupil, should a pupil become expelled or leave Serrania Charter for Enriched Studies prior to completing the school year.

Demographic Information for Prospective Site
(Surrounding School Data)

LAUSD SCHOOLS	# OF STUDENTS	MULTI-TRACK SCHOOL?	PROGRAM IMPROVEMENT?	MET SCHOOL-WIDE GROWTH TARGET?	MET ALL SUBGROUP GROWTH TARGETS?	API SCORE	API STATE RANKING	SIMILAR SCHOOL'S RANK	PERCENT STUDENTS ELIGIBLE FOR FREE /REDUCED LUNCH	% OF SPECIAL ED STUDENTS	% OF ELL STUDENTS	% MAJOR ETHNICITY #1	% MAJOR ETHNICITY #2	% MAJOR ETHNICITY #3
Wilbur	430	No	No	Yes	Yes	917	9	1	11%	11%	10%	86%	10%	3%
Woodland Hills	435	No	No	Yes	Yes	955	10	9	2%	12%	.04%	77%	12%	.08%
Calvert	272	NO	No	Yes	No	786	3	1	51%	27%	21%	39%	36%	18%

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 life-long learners.” Ed Code § 47605(b) (5) (A).

Definition of an Educated Person in the 21st Century

To be a well-educated person in the Twenty-first Century, students must possess a wide range of skills, from the ability to decipher information, to the critical thinking needed to interpret the information and solve problems. This requires knowledge and experience that is gained through struggle, communication and collaboration, resulting in self-awareness. This is only achieved through many varied hands-on experiences with real-world problems. “When learning is active and hands-on, the formation of neural connections is facilitated and information is much more readily remembered than information learned from an abstract viewpoint, where the teacher is doing the work while the students watch.” (Gregory & Perry, 2006)

Our country is moving forward from an information gathering age to one that is diverse and complex and increasingly globalized in nature. Although factual knowledge is necessary, experiences in patterns and concept building are becoming ever more important. An educated person must at first have the initiative to be curious and then possess the imagination to synthesize information, collaborate with others, change and adapt when necessary, and use technology and media in a variety of forms to communicate ideas. Daniel Pink in his book “A Whole New Mind,” states, “The future belongs to a very different kind of person with very different kinds of mind—creators and empathizers, pattern recognizers and meaning makers. These people [are] artists, inventors, designers, storytellers, caregivers, consolers, big picture thinkers...” (p.1).

As technological advancements have swept across the United States, the country suffered incredible changes to its economic structure. Well-educated students must now exhibit creativity and be innovative enough to compete as adults in the larger community. “While the economic data suggest that individuals will benefit from deeper learning abilities, the nation as a whole will only succeed if large numbers of individuals—particularly those from traditionally underserved groups—learn deeply.” (“A Time for Deeper Learning: Preparing Students for a Changing World”, Alliance for Excellent Education, May 2011). Well-educated people of the 21st Century realize they can and should be contributing citizens of the world.

How Learning Best Occurs

“Learning is in the conditions that bring people together and organize a point of contact that allows for particular pieces of information to take on relevance” (Murphy, P. (ed.) (1999) *Learners, Learning and Assessment*, London: Paul Chapman) Learning best occurs when all teachers, parents, and community members realize it is their

collaborative responsibility to provide an education that is challenging and enriching for every child. Our diverse school population must have wide and varied opportunities to learn in order to become successful citizens. To that end, Serrania Charter for Enriched Studies will enlist the help of our community to deliver additional enrichment activities to our students, such as art, drama, environmental education, music, movement, and technology. According to Marcia Tate in her book, Worksheets Don't Grow Dendrites, "When the learning is applicable to students' lives, students not only become more engaged but also they ... understand the relationship between their success in school and success in the real world." (Algozzine et al., 2009b)

Learning occurs best when a STEM-oriented, project-based curriculum engages students in real-world problems, issues important to humanity, and questions that matter. A study done by the Cognition and Technology Group at Vanderbilt University (Educational Psychologist, 27 (3); 291-315) looked at student achievement in basic math, word problems, planning capabilities, student attitudes, and teacher feedback. Students performed better in all categories when they had experiences in project-based work.

Learning occurs best when collaboration fosters an atmosphere in which education is important. Learning occurs best when it is enjoyable. Learning best occurs when all stakeholders have a voice and that voice is respected. Students, teachers and support staff, parents and community members are all respected, encouraged, and appreciated for their efforts to make Serrania Charter for Enriched Studies a truly enjoyable place to receive an education.

Learning best occurs:

First – when students understand how their learning will prepare them for their life in the real world, their interest level is increased. "Brain research is confirming what many teachers already know: When learning is linked to real-life experiences, students retain and apply information in meaningful ways. (Westwater & Wolfe, 2000)

Second – curiosity is an important element of lifelong learning. "The ability to ask questions allows individuals to be creative, to imagine beyond what is given, to search for missing information, physical rationales, and human purposes that will explain the given." (Harpaz & Lefstein, 2000)

Third – teaching modalities are flexible. "Each learner is unique, and therefore, all learning experiences must be examined in ways that take into account the abilities, interests, and learning styles of the individual." (Renzulli & Reis, 1985)

Fourth – learners who are excited about learning become resourceful and continue to question and learn outside the boundaries of the classroom. "Projects enable students to plan their time, develop research skills, and become responsible, independent, and self-directed, as well as to think abstractly." (Gregory & Chapman, 2002)

Fifth – school is a fun place to be! “Play speeds up the brain’s maturation process since it involves the process of challenge, novelty, feedback, coherence and time.” (Jensen, 2001)

In a traditional classroom, students sit attentively at their desks while the teacher is the one doing all the talking. We now know that is *not* how learning best occurs. The person who is doing the most learning is the one doing the most talking. “People remember 95% of what they are able to teach to someone else.” (Glasser, 1990) At Serrania, we use a variety of instructional strategies to get our students actively involved in their own learning. We pair up, team up, and allow students to ask a lot of questions. SDAIE strategies are used to help reach our ELLs, Sandra Kaplan’s Depth and Complexity icons, as well as Marcia Tate’s Brain Compatible Strategies are used for all students because they are just part of good teaching. One of Marcia Tate’s tenants is that learning benefits from movement, so we get our students moving. We make learning fun for our students because, “What we learn with pleasure, we never forget.” (Allen, 2008, p. 99)

Another element that makes learning occur best is variety. At Serrania Charter for Enriched Studies, we teach all subjects including Science, Social Studies, Art, Health, and P.E. in a cross-curricular manner, which makes learning more interesting and meaningful. Our instructional program is varied with experimentation, research projects, field trips, school visitations, visual context, class discussions, and web-based learning, all to enable learners to construct knowledge through experiences and to reflect on those experiences in order to formulate concepts.

Serrania Charter for Enriched Studies will exist as an academic arena to develop the desire in every child to be a life-long learner. The environment that the school provides will be challenging, nurturing, and safe; an environment that encourages children to achieve their peak learning potential. “The best teaching techniques for fostering intelligence unite (instead of separate) mind and body.” (Wilson, 1999) Excellent teachers, support personnel, and diverse classroom environments will provide endless opportunities for every student to be engaged and supported in their educational development. Classroom instruction that utilizes the outdoors, as well as the classroom, will accommodate all learning modalities, the development of the whole child, and the differences of abilities among students. “There should be materials in the classroom that provide opportunities for students to manipulate, build, or encounter other hands-on experiences. (Armstrong, 1994) At Serrania Charter we believe that all these variables are what come together to facilitate the way that learning best occurs.

School Information

School Name: Serrania Charter for Enriched Studies

Address 5014 Serrania Avenue, Woodland Hills, CA 91364

Telephone Number: 818-340-6700

Contact Person: Robin Toder, Principal

Number of Rooms: 34

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

Number of Students in First Year: 620

Grade Level(s) of the Students the First Year: Kindergarten to Grade 5

Admission Requirements: School will follow standard District policy and guidelines on admission, inclusive of minimum age requirements. See Element 8; Admission Requirements

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

Operational Capacity: Determined by the District

Bell Schedule: The bell schedule for the Serrania Charter for Enriched Studies will be:

Standard Schedule

7:55 a.m.	Warning bell
8:00 a.m.	School begins
10:00 – 10:20 a.m.	First recess
10:20 – 10:40 a.m.	Second recess
12:00 – 12:45 p.m.	First lunch
12:30 – 1:15 p.m.	Second lunch
2:28 p.m.	End of day

Exceptions:

1:28 p.m. –end of day on Tuesdays (banked days)

Minimum days: brunch is served from 10:00 – 10:30 a.m./10:30 – 11:00 a.m., school dismissal is at 12:39 p.m.

Shortened days: school dismissal is 1:04 p.m., lunch is not served

**** 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 NCLB requirements as it relates to students each year. Currently considered to be a high-performing school with an API of 876.

Higher number of identified gifted children than LAUSD average; 14.4 % of students are identified Gifted and Talented compared to the District goal of 6%.

Number of English Learners increased 2.6% between 2009 - 2010, and in 2012 from 7% to 9.6 %.

Special Education students currently make up 8.7 % of the 2011 – 2012 population.

Economically Disadvantaged students currently make up 17%.

In the last five years, our enrollment numbers have fluctuated dramatically with an average drop of 10%, or an average number of students attending, 650. Our target number of students for Serrania Charter for Enriched Studies is 620. With the increase of class size for 2012 – 2013, and declining enrollment across the District and our school, we are relying on a revitalization of our school community through the implementation of this charter.

**** Serrania Charter for Enriched Studies Mission and Vision**

Mission Statement

At Serrania Charter for Enriched Studies, our mission is to provide our students with an engaging educational experience that supports intellectual, social/emotional, and physical development.

Our motto

Serrania Charter for Enriched Studies: *“Inspiration, Imagination, Innovation.”*

Vision Statement

We are a community of students, staff, parents, and community members committed to working together to develop life-long learners who value themselves, contribute to their community and succeed in a changing world. Serrania Charter for Enriched Studies provides an integrated core curriculum focused on independent thinking, decision-making, problem solving skills and creativity, with an emphasis on community and global attitudes. Our educational plan allows students to achieve according to their individual abilities and learning style.

- Purposefully involves all stakeholders – parents, student, faculty, administration, and local community partners—in the continuous improvement and success of the school.
- Emphasizes social and community values that nurture self-esteem and respect for each other.
- Places an emphasis on multi-disciplinary, project-based learning that encourages our children to make connections between the curriculum and the real world, creating life-long learners.
- Focuses on the health and well-being of all students to maximize academic achievement.
- Develops and advances best practices for engaging students and parents, training teachers, promoting educational excellence, collaboration, and innovation.
- Integrates the arts, movement, music, and technology into a standards-based curriculum to create a balanced child capable of reaching his/her full potential with a whole-child developmental approach.
- Includes hands-on investigative learning with indoor and outdoor science and math labs, library media center, computer lab, and special off-site field work, such as: CIMI marine biology institute in its 20th year, Riley’s Farm in its 4th year, and expanding to include Pali Camp and visiting Sacramento government institutions.

Our Vision for Student Outcomes

The curriculum for Serrania Charter for Enriched Studies will be focused on a discovery based Constructivist environment that nurtures inquiry and is aligned with the California State Standards and the Common Core Standards in the core areas of Language Arts, Science, Math and Social Studies. We envision when students leave Serrania Charter for Enriched Studies they will be on the path to becoming:

- Self-directed learners with respect for themselves and others, capable of creating a vision for themselves and their future, setting priorities and achievable goals, monitoring and evaluating their progress, and assuming responsibility for their actions.

- Collaborative workers who use effective leadership and group skills to develop and manage inter-personal relationships within culturally and organizationally diverse settings.
- Complex thinkers who identify, access, integrate, and use available resources and information to reason, make decisions, and solve complex problems.
- Quality producers who create intellectual, artistic, and practical products that reflect originality, high standards, and use of advanced technologies.
- Community participants who contribute their time, energies, and talents to improving the environment, welfare of others, and quality of life worldwide.

****Typical Day at Serrania Charter for Enriched Studies**

Activity Time Block	Description Structure & Strategies	Integrated Opportunities for Program Enrichment	Outcomes
Morning Routine School-wide assembly 8:00 – 8:15 a.m.	Morning assembly held weekly; Principal announcements focused on Character Education	Flag Salute presented by Student Council members, character enrichment, encouragement for personal success	Engage all community members in one setting; avenue to encourage student success and student code of conduct
<i>Language Arts Block</i> 8:15 – 10:00 a.m.	Flexible groups of standards-based content enhanced with District Adopted Reading Programs, lecture/discussion/team teaching, thematic extensions using Universal Themes	Cooperative grouping, differentiated curriculum for varied learning groups, Accelerated Reader, hands-on inquiry based instruction, literature circles, Sally Reiss’ Silent Instructional Reading, student portfolios, flexible grouping, Shakespeare plays, poetry	Provides stimulating, engaging environment for all students, cross-curricular projects, independent study with use of technology to create final product, effective oral presentation
<i>Recess 1 and 2</i> 10:00 – 10:20/10:20 – 10:40 am			

<i>Writing Block</i>	Cross-curricular journal writing, poetry, biographical and autobiographical, script development Thinking maps, differentiation using critical thinking skills and decision making, research based inquiry, Differentiation (GATE/ELD/Resource), Intervention, reteaching skills ELD instruction	Computer lab Library Media Center Community sharing of literature and poetry Reader's Theatre Write Time for Kids Six Traits of Writing	Upper to primary grade peer share of final product Peer editing, revising, and sharing Writing portfolios Reflective writing promoting introspection
<i>Mathematics Block 11:00 – 12:30 p.m.</i>	envision Math Singapore Math Tenmarks online math First in Math, online Hands-on Equations Departmentalized instruction Sandra Kaplan, math icons Cooperative and flexible grouping Hands-on manipulative Outdoor student generated pictorial math use of environment for geometric conceptual understanding counting, and predicting/probability Preteach, reteach, review Spiraling curriculum	Marilyn Burns Marcy Cook Hundred's Day Math Fair Zero the Hero Integrated math projects Artistic math analysis	Using math to promote kinesthetic awareness Promoting family and community involvement Student improvement to proficiency and advanced levels Student creation of math problem solving skills
<i>Lunch 1 and 2 12:00 – 12:45 p.m./12:30 – 1:30 p.m.</i>	Recycle Student Council Literacy Garden School Beautification Interactive games	Green Team Recycling/environmental care Food Exchange Community Garden	Character education Leadership Cooperative play

	Library Media Center Leadership Training- play leaders		Global awareness Pro-active decision-making
Afternoon Routine Health, Social Studies, Science, Art, Music, Physical Education, Enrichment 12:45 – 2:28 p.m.	Standards based curriculum Interactive/hands-on modalities to bring instruction to life, Orchestra, band, music, theater, dance, and visual art instruction Mainstreaming of special education students Physical education instruction through games, physical fitness, and strength and health	Arts Prototype Program District Instrumental Program Keyboarding for Success Picturing America- National Endowment for the Humanities Parent organizations provided physical education program Second Step Field trips Too Good for Drugs Exhibits and Presentations History simulations Character Counts Dairy Program Natural History Museum Outreach Lab UCLA Astronomy Outreach Cabrillo Marine Museum	Community involvement for musical instructional through volunteer community members Enriched assemblies provided by community and family members Jump for Heart Community Outreach and Partnerships: Book Ends Toy Drive Food Drive Coat Drive 5 th grade growth and development program Recycling Program Science Fair Colonial Fair Wax Museum Guest speakers
Dismissal 2:28 p.m.			
After School Programs 2:30 – 6:00 p.m.	Dance, Homework Club, Piano, Cheer/fitness, Literacy, Instrumental music,	Beyond the Bell, Enrichment, Educational Experiences, Dance Time,	Provides opportunity for community members to

	Science, team sports, foreign language program, yoga, art, intervention, after school care,	Homework Club, Musical Minds, Cheer/fitness, Peak Adventures, Harry Potter Child’s Music Workshop, Singing, Mad Science Extravaganza, Basketball, Hebrew, Kid’s Yoga Art	participate in extra-curricular activities; provides children opportunities to enrich themselves through additional educational progress; gives children the opportunity for physical and artistic expression.
Parent Education – Times vary	Gifted/Talented information for differentiation and identification, Parent speaker series, Parent educational symposium, Discussion with the principal, Articulation, Math Family Fair, Kindergarten orientation, Student/ parent conferences, School tours Intervention Program parent meeting		Parent and community involvement and outreach

**** Proposed Instructional Program**

Serrania Charter for Enriched Studies strives to help students become and remain intrinsic, self-motivated, competent, and life-long learners. We believe the following must be met:

- Students will actively participate in their learning process.
- Students will set personal goals to develop a plan for mastery.
- Students will identify personal strengths and set goals to broaden them.
- Students will identify areas of need and set goals to improve them.
- Students will engage in imaginative, inspirational, and innovative learning.
- Students will demonstrate connections between what they learn and real life experiences.
- Students will work independently and cooperatively as a school community.

Framework & Teaching Methodologies

Serrania 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.

Serrania teachers will facilitate professional development with grade-level experts and instructional leaders who have expertise in a variety of subject areas. All our methodologies will be supported by authentic assessments based on California State Standards utilizing District, teacher-created, performance, and publisher assessments. This 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.

Research Basis for the Instructional Program

Research based programs and best practices that have helped shape Serrania include research on data collection. Every year, Serrania examines CST data to learn who is at risk of not meeting grade level standards. We then apply research-based practices such as CRRE, ESL, Questioning Strategies, and cooperative learning strategies to help form the basis for our success.

Instructional Framework

Serrania 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. The curriculum will meet all state and LAUSD standards. 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. We believe that integrating these modalities will help our students to become analytical as well as creative thinkers contributing to our ever-changing society.

Teaching Methodologies

Teachers research learning practices, disseminate information at Professional Developments, vertical grade level meetings and implement any instructional changes needed in order to differentiate curriculum to meet the diverse needs of our students. Grade levels will have the option of adjusting current District math/science assessments to allow students to demonstrate the depth and breadth of their knowledge. The teachers of Serrania Charter for Enriched Studies 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 -Teachers design lessons that are engaging and meaningful. Students are held accountable for a firm understanding of the connection between thinking and knowledge. Our methodologies encourage students to gain a deep conceptual understanding of topics or concepts and maintain a high level of engagement of the learning process.

Clear Expectations- Teachers explicitly define and articulate the state standards in student friendly language. Descriptive criteria and models of work that elaborate these standards are displayed in every classroom.

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

Criteria Charts/Rubrics-- These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives. Students are able to understand and self-evaluate their own work and learning as they progress toward rigorous standards. This allows teachers to give effective feedback to the students.

Direct Instruction-- Teachers provide strategically planned direct instruction using multimedia and multiple modality techniques appropriate to the developmental needs of their students to teach standards based lessons.

Guided & Independent Practice-- Teachers provide students with appropriate time to be successful at demonstrating their understanding of the concepts or skills being taught with a variety of learning modalities and manipulatives in order for each student to achieve success.

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, teachers task help students 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 of Bloom’s Taxonomy to the more sophisticated levels of analyzing, evaluating and creating.

Integration of the Arts -The Arts are a key component of our school. Teachers use drama, dance, music, and visual arts to 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, labs, 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 ensures Serrania Charter for Enriched Studies instructors can successfully meet the needs of all students which include these subgroups: GATE, Special Education, English Language Learners, Under-Achieving/Non- Proficient, General Education, and the Socio-Economically Disadvantaged.

Goals of Content Areas

The goals of the content areas 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.* (The scope and sequence of each grade level is inserted after Element 16.)

Language Arts

A rigorous curriculum that exceeds the state content standards for K-5 language arts .

Develop students’ reading, writing, listening and speaking skills to support academics across disciplines.

Develop critical reading skills.

Support reading using the District Approved Reading Program.

Enhance reading using Literature Circles, Classics, Core Literature, Accelerated Reader Program and Reader’s Theater.

Critique, justify, and theorize in compositions/writing across disciplines

Implement a school-wide writing program, to be determined, and continue to focus on writing across the curriculum using Thinking Maps, Depth and Complexity, and monthly writing prompts.
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 the curriculum.
Apply vocabulary development in written and oral formats
Demonstrate critical thinking skills specific to Bloom's Taxonomy
Use technology as a tool for presentation and project exhibits, and teacher/student interactive documents.
Construct creative writing stories and poetry
Devote minimum two hours daily to language arts instruction in grades K-5.

Mathematics

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 mathematics using enVision Math program, Marilyn Burns, and Marcy Cook
Develop understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability
Apply math skills to daily problem-solving situations
Recognize relevant information and review applications by checking work
Discern operations necessary to solve word problems
Construct and strengthen understanding with math manipulatives and digital mediums.
Connect math across disciplines (music, dance, science, art, technology, and history)
Develop students' skills using mathematical tools (protractors, calculators, computers, rulers, compasses)

Science

A rigorous curriculum that exceeds the state content standards for science
Hypothesize and develop experiments utilizing the scientific method
Use hands-on experiments to further research and prove/disprove conjectures
Integrate science and writing by using the Depth and Complexity icons such as language of the discipline
Theorize and view other subjects such as music, art, and theory as a scientist
Understand the need for eco-friendly products and life changes to improve our local and global community
Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels

Health and Movement

Helps students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness

The physical education program provided to all grades follows the state standards, which the teachers implement. This mandated activity is an important component to providing our students with a healthy mind and body.

This program also enhances the concepts of team sports and good sportsmanship while incorporating fairness in competition. Many schools often overlook a strong physical education program, but at Serrania, we understand the importance of integrating the theory of physical education with organized and structured play and skills development.

Access to a regular physical education program can enhance all aspects of development including academic performance, movement knowledge, motor skills and self-esteem.

These benefits can be achieved through quality physical education programs. For optimum results, programs should be regular, frequent, developmentally appropriate, success-oriented, and instructed by trained physical education teachers. (*McKenzie, Sallis, Faucets, Roby, and Kolody, 1993*)

History and Social Studies

A rigorous curriculum that exceeds the state content standards for history and social studies

Students will understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods.

Through critical thinking skills, students will relate over time historical events and be able to find parallels and patterns.

Students will interpret geographical and historical information to draw conclusions.

Students will understand cause and effect of historical events.

Using role-play and interactive units, students will gain first-hand experiences.

Students will learn to have a positive and multicultural attitude in our Multi-Cultural Celebration through food, clothing and background stories.

Students will learn to research their own histories through their heritage, culture, and family trees and traditions supported through field trips, research projects, and school-wide events.

Technology

A rigorous curriculum that exceeds the state content standards for technology

Through word processing, students will demonstrate written expression using technology

Explore artistic applications appropriate to grade level with programs such as PowerPoint, keyboarding for success and photo story.

Students work with data to identify and present information using spreadsheets (Excel)

Use of the Internet enables students to broaden their research capabilities
Students will identify and choose relevant information to enhance research
Students can utilize up to date sources of information relevant to study

Additional Enrichment Instruction

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

Enrichment programs are fully incorporated into the grade-level curriculum, K-5, and meet and exceed the established California Content Standards. Qualified specialists are hired to teach these programs, which include dance, music, art, drama, library, and media lab; most of which are currently reviewed through a collaborative process involving the PTA and FOS with input from the principal. This collaboration continues each year, when the administration, faculty, PTA and FOS schedule instruction in these specific areas into the school day so that every student in the school has the opportunity to participate.

Visual Art

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.

Across-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 works 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.

How the Curriculum Addresses California Content Standards

All components of the Serrania Charter's 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. Serrania Charter for Enriched Studies determines the extent to which they will implement District adopted curriculum and periodic assessments. Serrania Charter's 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. Serrania, as an affiliated LAUSD Charter School, will follow the California State

Frameworks and the California Content Standards for curriculum delivery and student learning. The specific scope and sequence of skills to be taught are derived from these frameworks and standards. Students will be tested and graded upon these standards. Serrania 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 Serrania uses the same textbooks as a typical LAUSD school.

Evidence that the Proposed Instructional Program with the Charter’s Targeted Population

Evidence shows that the proposed instructional program will be successful with Serrania Charter’s targeted population based upon data relating to Serrania Charter’s current instructional program and student population.

With a focus on best practices in regards to the instructional program, Serrania Charter for Enriched Studies’ API has exceeded LAUSD district goals. The API for 2010-2011 was 860.

Only 22 schools (4%), in the Los Angeles Unified School District met or exceeded the State’s 800.

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.

Twenty-six percent of our English Language Learner population reclassified in the 2010-2011 school year. Teachers utilize ongoing assessments, collaboration, the “Into English” program, and team-teaching approaches to ensure our ELL students progress in a solid foundation of reading, writing, listening and speaking.

All teachers, with direction from administration, adhere to each individual student’s IEP, as well as conduct SSTs (Student Success Teams) for students who are unsatisfactory in academics as well as work habits or behavior issues. SST meetings recognize the Response to Intervention (RTI) 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 Serrania Charter for Enriched Studies’ instructional program is a dedication to providing enriching experiences throughout the core curriculum. Serrania’s teaching staff, together with professional experts in science, language arts, math, social

studies, the arts, and technology infuses excitement, motivation, and high interest into the learning experiences of each and every child at school regardless of a child's learning profile.

Textbooks or Other Instructional Resources to be Used Kindergarten through Grade 5

California Treasures (ELD component included.)

Accelerated Reader

envision Math

Marilyn Burns

FOSS Science Kits and California Adoption

Delta Education Foss Books

Scott Foresman California Social Science

Health and Wellness

Second Step

Too Good for Drugs

- 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 Serrania Charter for Enriched Studies and an effective tool used to design the curricular needs of our students and teachers. Professional Development issues, ideas, and products will be driven by the students' and staff's needs and interests, which are then forwarded to the School Site Council 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 program, GATE strategies, health exercises, new district mandates to be implemented, ELD programs, differentiation best practices, data analysis of recent test scores, and technology implementation. Serrania Charter for Enriched Studies's Professional Development program will be subject to the approval, implementation, and scheduling by a committee. In addition, Serrania 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, with extra optional professional development opportunities as much as three to four times a month. A committee meets to create a logical and efficient schedule of PD meetings, with flexibility for urgent issues that may arise. This schedule is set three months at a time. The committee also decides who will lead each meeting. This is based upon areas of need

and experts in those fields. These experts include lead teachers, teachers with expertise in specific subjects, outside resources, technology coordinators, and other school staff members.

Academic Calendar/Sample Daily Schedule

Serrania Charter for Enriched Studies will follow the Traditional Academic calendar of 180 days set forth by the Los Angeles Unified School District utilizing daily scheduling as follows: 8:00 -11:00 a.m. language arts instruction, 11:00 - 12:00 math instruction, and the last portion of the day for social studies, science, arts and health. Serrania will file a minimum and shortened day schedule with the local district superintendent on a yearly basis as a typical traditional track elementary school. All LAUSD school holidays will be observed. Serrania provides for an average of 319 instructional minutes per day, fulfilling California Ed Code minimum number of minutes set forth in E.C. 47612.5. *Please also refer to Typical Day chart on Page 23-25 of this petition. See yearly calendar attached at end of petition.*

Timeline for Implementation

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

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

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

General Educational Population

Serrania Charter for Enriched Studies will meet the state standards/benchmarks through the lessons being taught. Teachers will provide the opportunity for students to participate in differentiated lessons. We will address our student's needs by providing rigorous academic coursework and using different modalities to ensure student understanding.

English Language Learners

Serrania Charter for Enriched Studies uses the LAUSD Master Plan for the Education of English Language Learners as a guide to provide opportunities for non-English speaking students to become fluent and literate in English. Language Arts instruction for English Learners is embedded in "Treasures", the district approved reading program, which allows all students the opportunity to exhibit their understanding of the lessons. Other strategies include the use of realia, total physical response, pair share, paraphrasing, thinking maps, cooperative learning, scaffolding, imagery, and reciprocal teaching.

When a student enrolls at Serrania Charter for Enriched Studies, his or her parent(s) complete a Home Language Survey and an “Instructional Program for English Language Learners” parent brochure published by LAUSD. Students will be tested using CELDT initially and on a yearly basis thereafter, and progress will be monitored in the students’ ELL progress folder. Progress folders will be updated by the classroom teacher at each reporting period. Students will be graded and parents notified on both the student’s progress towards ELL standards as well as progress towards ELA standards. Serrania Charter for Enriched Studies’ goal is to move students up a minimum of one English language development level each year. The EL coordinator is responsible for EL monitoring and updating SIS data for English Learners. Serrania Charter for Enriched Studies has an English Learner Advisory Committee, which seeks to develop and modify programs and examines progress of English Learners.

All parents of English Learners are invited and encouraged to attend the English Learner Advisory Committee meetings in order to participate in their child’s education. This curriculum committee will continue to research and develop ways to improve existing programs to better meet the goals of increased achievement in all areas, academic proficiency in reading, writing, listening and speaking, and to increase pride in one’s language and culture and the ability to positively relate to other cultural groups.

Socioeconomically Disadvantaged

Serrania Charter for Enriched Studies will ensure that all students are provided with the necessary tools and nutrition to succeed academically and socially. In relation to this, PTA will offer scholarships for enrichment activities during and after school. Inability to donate will not mean exclusion from the activity. Our goal is the demonstrated success of all students, regardless of economic status or advantage.

Gifted/Talented Students:

We are committed to engage in comprehensive strategies for all students enrolled at Serrania Charter for Enriched Studies. Teachers will provide GATE students with lessons and projects encouraging the students to use depth and complexity in their cognitive thinking skills and creativity. Students will be asked to demonstrate their understanding and will be able to analyze each subject by defining, describing and identifying what they have learned. Many students at Serrania demonstrate an ability to achieve beyond grade level.

Classroom teachers will employ the differentiation strategies of compacting, tiered assignments, flexible skills grouping, questioning strategies, interest grouping, independent projects, and learning centers in each curriculum area and in response to student need. Programs and curriculum may include, but are not limited to: Sandra Kaplan Icons, theatrical productions, podcasts, and Internet research projects. Students identified as gifted in the visual and performing arts may participate in the LAUSD visual

arts program. We are committed in engaging in comprehensive strategies for all students enrolled at Serrania.

Underachieving/Below Grade Level

The curriculum and structure of Serrania Charter for Enriched Studies is designed to maximize the learning opportunities of low achieving students. Low achieving students are thoroughly integrated into the entire student body at the school and fully participate in all aspects of the curriculum. Serrania holds high expectations for all students. With the emphasis on cooperative learning at Serrania, all students gain new knowledge, learn new strategies for solving problems, and develop new perspectives on the value of learning. All students, including low achieving students and non-low achieving students, will realize that everyone has unique skills and abilities that are needed to solve problems. We believe that this sense of awareness and feeling of being part of a larger group provides for an increase in positive attitudes toward school, learning and success. Serrania identifies all low achieving students and monitors their progress on a yearly basis. The Curriculum Committee is responsible for researching and developing ways to improve existing programs to better meet the goals of academic achievement in all areas. Serrania believes that individualized attention is paramount to increased student achievement and recognizes that socioeconomically disadvantaged students may require such individualized attention

In an effort to have all students become successful, the principal will compile a running record of students at risk, or scoring Basic, Below Basic, or Far-Below Basic. This list, called the “Watch List” will be used by teachers to assist in team planning during grade level meetings, to help support the students’ learning, to apply appropriate teaching methodologies and to be a guide in monitoring progress throughout the students’ elementary experience. It is the goal of our instructional program to have the students score well enough on the CST to be removed from our “Watch List.”

Underachieving/non-proficient students will be provided intervention during independent work time in the classroom. In addition, teachers collaborate with credentialed substitute teachers and paraprofessionals to target specific weaknesses in achievement. The goal is to have each student performing at least at the proficient level.

F. Special Education Program

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.

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 *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed on the 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:

1. The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
2. Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
3. CBEDS, which is due at the end of October each school year.
4. All students enrolled December 1 of each school year, due at the end of December every school year.
5. Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

Serrania currently uses the Integrated Student Information System (“ISIS”) as required by the MCD.

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Serrania currently uses the Integrated Student Information System (“ISIS”) as required by the MCD.

Conversion Affiliated Charter

1. Charter School Special Education Responsibilities

a. General Requirements

The Charter School will adhere to the provisions of the 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 ensure 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 *Chanda Smith* 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 (30) 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 (RtI) 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 toward 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 Schools 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 School 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.

Conversion Affiliated Charter

1. Charter School Special Education Responsibilities

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The Charter School will adhere to the provisions of the ADEA and California Special Education Laws and regulations to assure that all students with disabilities are accorded a free appropriate education. (FAPE”) The Charter School will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment on the basis of their special education status.

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The Charter School will adhere to the requirements of the Chanda Smith 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 at the District’s request.

The Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEP”) the format required by the District and will enter accurate assessment and IEP materials for district 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 IEP’s in a timely manner as necessary to comply with State and Federal and Modified Consent Decree requirements.

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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 Schools 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.

ELEMENT 2: MEASURABLE STUDENT 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

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. Serrania Charter for Enriched Studies will achieve in 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% percent 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 prealgebra 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. Serrania Charter for Enriched Studies will achieve in increasing the percentage of students scoring proficient or advanced on the CST in Math by 5% at the end of this charter. At least 70% percent 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.

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. Serrania Charter for Enriched Studies will achieve in increasing the percentage of 5th grade students scoring proficient or advanced on the CST in Science by 5% at the end of this charter. At least 70% percent 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.

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% percent 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.

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 be familiar with various applications to accomplish goals in all other disciplines such as spreadsheets, visual and audio animations, 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, theatre, and dance as indicated by the state standards. The arts will be promoted through an academic curriculum intertwined with enrichment instruction. At least 70% percent 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 psychomotor skill development. These skills will be addressed through various activities/drills that follow the Physical Education standards. At least 70% percent 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.

Cultivating Life-Skills

Serrania always believed that school must incorporate social and community ethics and values. An important objective of the Serrania curriculum is to enable our students to function successfully in our school setting and to teach them the social values to succeed in the community. Outcomes to be measured will include: social development and attitudes, interaction with others, the ability to utilize self-evaluation, and the ability to use appropriate conflict resolution and anger managements strategies. These outcomes will be measured within the framework of positive discipline and staff and student

observation. They will be reported in the learning and social skills portion of the progress report using the LAUSD scoring rubric. Additionally, students at Serrania Charter for Enriched Studies will develop life-long learning skills, which include:

Leadership and Cooperation: Students will use adaptive and associative skills to become leaders and collaborators.

Goal Setting: Students will learn to set academic and social goals proportionate to their abilities and based on high-level expectations set by the school community.

Critical Thinking and Problem Solving: Students will learn to be effective problem solvers and will develop critical-thinking skills.

Self-Discipline: Students will learn to monitor their behavior at all times and will respect and uphold the values of the school community.

Citizenship: Students will learn and utilize their civic rights and responsibilities, and will have an appreciation of their impact on the school and larger community.

Serrania will strive for 80% of all students to receive a “3” or “4” on all social and life skills criteria on the progress report card for each semester where progress reports are given.

Serrania 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. Serrania 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.

Methods for Assessing Attainment of Student Outcomes

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

	<p>process by checking work</p> <ul style="list-style-type: none"> - Discern operations necessary to solve word problems - Connect math to other disciplines such as music, dance, and art. - Achieve of grade level standards and framework strands 	<p>assignment, tests, and activities.</p> <ul style="list-style-type: none"> -Publishers tests - envision Math -Online Math Tests -Hands-on Equations -Hands-on activities such as Marcy Cook and Marilyn Burns. -Pearson Success net
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Science	<ul style="list-style-type: none"> - Hypothesize and develop experiments utilizing scientific method. -Further research and prove/disprove conjectures -Integrate science and writing by using the language of the discipline -Think like a Disciplinarian□ to theorize and view other subjects such as music, art, and history as a scientist - Understand the need for eco-friendly products and life changes to better our local and global community - Achieve of grade level standards and framework strands 	<ul style="list-style-type: none"> -District periodic assessments - CST (fifth grade) -FOSS assessments -Use hands-on experiments in science lab - Teacher developed assignments, tests, and activities - Field Studies - Interactive Units and simulations - Portfolios - Science Interactive Notebooks - Exhibits and Presentations - Student run garden
History and Social Studies	<ul style="list-style-type: none"> - Understand Cause and effect - Relate over time - Find parallels and patterns - Critical thinking skill - Critical reading skills - Interpret information to 	<ul style="list-style-type: none"> - Scott Foresman unit assessments -Teacher developed assignments, tests, and activities - Field Studies such as Gold Rush and

	<p>draw conclusions</p> <ul style="list-style-type: none"> -Use role play and interactive units to gain first hand experiences - Achieve of grade level standards and framework strands 	<p>Revolutionary War Experience</p> <ul style="list-style-type: none"> - Interactive Units and simulations -Virtual/digital field trips - Portfolios - Exhibits and Presentations -Integration of the Arts such as music performances
Technology	<ul style="list-style-type: none"> - Use of internet for research - Communication/Broadcasting -Promethean ActivBoards - Portfolio creation - Use of Applications such as word processing and spreadsheets - Use of artistic applications and software such as Garage Band, IMovie, Photoshop, ComputerWise Kids, Pearson Success net, Typing Tutor, Student produced books, Tux Paint, Google Earth, and Google Websites - Achieve of grade level standards and framework strands 	<ul style="list-style-type: none"> - Teacher developed assignments, tests, and activities - Portfolios - Presentations - Inquiry based projects - Digital portfolios - Presentations and Project -exhibits -Encourage green awareness by reducing water usage through digital communication and project production. -Use of Library Media Center
Health and Physical Education	<ul style="list-style-type: none"> -School wide fitness program -Teach nutrition/exercise to create a culture of life-long, healthy lifestyle choices. -Focus on mental health by offering emotional and social well-being of every 	<ul style="list-style-type: none"> -Presidential Fitness Test -Fitness Gram -Teacher observation of student participation and progress. -Adaptation into daily lifestyle based on teacher developed assignments and

	<p>child using social skills training, such as Second Step, small group support with school-site psychologist, outside internship program which provides counseling services</p> <ul style="list-style-type: none"> -Strategies for strengthening friendship skills, such as the Big Buddy program and games, such as board games or yard games at recess and lunch facilitated by an instructional aide. -Social behavior and norms reinforced by Play leaders who maintain fair play and game rules on the playground. -Behavior reflection charts to be completed at time of conflict to create awareness of consequences - Achieve of grade level standards and framework strands 	<p>activities, such as yoga, sports, educated food choices, exercise, and dance.</p> <ul style="list-style-type: none"> - Formal and informal observation, discussion, and evaluation of appropriately handled situations on the playground and in the classroom. - Charts will be collected and recorded with teacher, student, principal, and parent knowledge of event(s).
<p>Visual and Performing Arts</p>	<ul style="list-style-type: none"> -Challenge students to express themselves in a variety of art forms. -Develop a working vocabulary of the arts. -Inspire teamwork through peer collaboration. -Expose students to performance programs through field trips or school 	<ul style="list-style-type: none"> -Level of student participation. -Formal and informal assessments such as teacher observation and/or work samples. -Quizzes on vocabulary. -Use of Art Journals and Portfolios. -Peer evaluation, beginning

	wide assemblies. -Establish a school chorus. -Create a learning experience involving applied use of musical instruments. -Introduce three-dimensional art, such as ceramics. - Achieve of grade level standards and framework strands	critique and feedback. -Students write about their viewing and creating experiences using language of the discipline. -Community Tile Wall/ Murals.
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B. Specific and Realistic Achievement Targets

Serrania Charter for Enriched Studies has consistently maintained API scores above LAUSD district averages. In 2012 Serrania Charter for Enriched Studies goal will be to maintain our API score of 860 or have a minimum three point gain per year. For the charter term the school’s goal is in obtaining an API score of 900. It is the school’s goal to meet AYP in all sub-groups.

Our CST goal at the end of our term is at least 75% in ELA and at least 80% in Math.

<i>Year</i>	<i>API Score</i>
2011	860
2010	876
2009	899
2007	876

<i>Year</i>	<i>API Score</i>
2010	873
2009	871
2008	838
2007	855

In addition, the school is committed to improving its similar schools API ranking. In 2008 and 2009, Serrania ranked number one in its comparison to other schools in the district. In 2010 this ranking increased, illustrating that even though we have been successful there are many areas that need to be improved. See chart below.

	2007	2008	2009	2010
Statewide API Rank	9	8	9	8

Similar Schools API Rank	2	1	3	
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We have two subgroups that did not meet AYP. Those subgroups are students with Socio- Economically Disadvantaged, and Latino. We are steadfast in our desire to provide these groups with the supports necessary to meet proficiency requirements. Such supports include Tuesday, Tutoring, Intervention, Learning Center, and *Into English!* or any other programs deemed necessary by the classroom teacher according to data analysis. In accordance with LAUSD policy.

All ESL students will be held to the high expectations of completing one ELD level per year and advancing one level per year on the CELDT. ESL students will be identified through the use of the LAUSD home language survey, teacher observation, and the CELDT test. Students not identified EO or IFEP, will take the CELDT annually and need to move through the LAUSD ESL portfolio levels 1 - 5. Our 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 ESL proficient or advanced status in ELA on the CST by 2% annually.

**ELEMENT 3: METHOD 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)

Student outcomes are measured through diagnostic, formative, and summative data. Teachers begin each year by assessing the skills the student has at the beginning of the year. These beginning of the year tests are a combination of teacher created materials; LAUSD adopted materials as well as commercially available materials. The results are evaluated by the classroom teachers during grade level meetings, analyzed with emphasis on the grade level standards, and performance on the CST, and a course of action, or response, is identified as a way to map the curriculum units for the upcoming school year. 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. In an effort to have all students become successful, the principal will compile a running record, or longitudinal study, of students at risk, or scoring Basic, Below Basic, or Far Below Basic. This list, called the “Watch List” will be used by teachers to assist in team planning during grade level meetings, to help support the student’s learning, to apply

appropriate teaching methodologies and to be a guide in monitoring progress throughout the student's elementary experience. It is the goal of our instructional program to have the student score well enough on the CST to be removed from our "Watch List."

Language Arts benchmark assessments are given and scored to assess student progress in ELA. These benchmark assessments are given and scored to assess student progress in ELA. These benchmark assessments are used at varying intervals, depending upon the individual student's achievement. For struggling students, each benchmark assessment is completed according to the prescribed schedule. For students meeting benchmarks, only every second assessment is completed as a monitor for continued academic success. District materials, additional teacher created and commercially published unit tests are used to monitor 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 will be used to inform instruction and professional development on an ongoing basis. Individual teachers monitor data weekly. The administration as well as in the curriculum and leadership committee review, monitor and analyze data during periodic assessment. Teachers additionally meet with the grade level and the administration for each periodic assessment. This process is utilized to identify students who need additional support. The curriculum committee is directly involved with the administration and the leadership committee to identify and align curriculum materials, instructional materials, interventions, and periodic and formative assessments aimed at meeting the California Standards in each subject area. The Governing Council will also monitor the success of programs and utilization of resources based on data to inform decisions for school improvement and school needs. Working together in a yearly process of review and revision, the educators of Serrania will ensure their efforts are focused on data driven instruction. As part of this process, Serrania will consider new texts and program adoptions of LAUSD along with its own in identifying how best to meet the unique and changing needs of our students. This will include participating in District trainings and in-services and the use of District instructional guides, and periodic assessments as determined by Serrania. The Local District Superintendent in cooperation with Serrania's Curriculum Committee will decide the degree, extent, and nature of implementation of new District adoptions, and periodic assessments in meeting the needs of our students.

Serrania met the AYP criteria in 2010 in all applicable areas. In 2011, Serrania Charter for Enriched Studies will continue to strive to meet all Annual Measurable Objectives. In terms of the number of students scoring proficient or advanced, the school's goal is to exceed the target benchmarks established by the State for the significant subgroups (School wide and White). For the charter term the CST target area for ELA will be 75% and the Target area for Math will be 80%. In addition, Serrania Charter for Enriched Studies will attempt to maintain a participation rate on the CST that exceeds the minimum requirement of 95%.

A. Frequency & Methods by Which Students are Assessed

Periodic Assessments

Serrania 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 in the Education Code. Serrania Charter for Enriched Studies 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.

Serrania Charter for Enriched Studies knows that formal and informal assessments are an ongoing opportunity for teachers, parents and students to identify areas of strength and weakness. We are committed to ensuring that each child exceeds his or her proficiency level in all academic areas.

A variety of assessment tools are utilized to give a comprehensive representation of a child's achievement. Data from these assessments is collected and reviewed. Additionally, administration examines and discusses data on an ongoing basis throughout the year with teachers and parents.

Standardized assessments include, but are not limited to: CST (yearly), CELDT (yearly), Treasures SOAR data (every 6-8 weeks) if still using this program or current District assessment, District Quarterly Math Assessments (every 6-8 weeks), and District Science Assessments (4th and 5th grade - 3 times a year), Dibels (3 times year). Students at Serrania will demonstrate their knowledge and skills through an array of assessments; including but not limited to teacher created and commercially available performance assessments, diagnostic assessments, formative and summative assessments. The students will also be expected to demonstrate proficiency on District and state assessments including the CST.

Performance assessments are ongoing and evaluate the child over time and in a variety of settings. Performance assessments may include, but are not limited to: portfolios, journals, work samples, homework, teacher-devised tests, teacher observations, checklists, anecdotal records, and projects.

In conjunction with standardized and performance assessments, teachers will also use daily informal assessments from observations, anecdotal records, class work, and project assignments to help identify immediate areas of concern and to plan future instruction.

B. In-house Benchmark Assessments

Methods, by which student progress is measured, include authentic and standardized assessments:

- **Authentic Assessments:** Authentic assessments based on the California State Standards are ongoing and can better evaluate the child over time and in a variety of settings. Teacher developed assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher-developed tests, rubrics, criteria charts, short-term and long-term projects, learning contracts.
- **Standardized Assessments and how data will be used:** The students will also be expected to demonstrate proficiency on District and state assessments including the California Standards Test (CST), California English Development Test (CELDT), District-adopted reading program Assessments/Fluency, District Quarterly Math Assessments, and District Science Assessments for Grades four and five. Students at Serrania will demonstrate their knowledge and skills through an array of assessments, including but not limited to teacher created and commercially available performance assessments, diagnostic assessments, formative and summative assessments.

C. 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, Serrania Charter for Enriched Studies will test with the district and adhere to the district testing calendars and procedures for all state mandated assessments.

D. How Data Will be Used

Serrania Charter for Enriched Studies values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school's progress, and to establish future goals and interventions. Specific examples of this include:

- Teachers and administration evaluate data from combined assessments, such as California Standards Test (CST), California English Development Test (CELDT), District-adopted reading program Assessments/Fluency, District Quarterly Math Assessments, District Science Assessments for Grades four and five, and teacher created assessments monthly, in order to meet each student's educational needs. Data is also used to identify and prioritize professional development priorities as well as topics for discussion during grade-level planning.
- District assessment results and authentic assessments are communicated to parents (by teaching staff) throughout the school year in a variety of ways,

for example, email communication, weekly progress reports, and online grade books.

- School wide data is also shared in a public forum at monthly governance meetings, at least four times a year in order to discuss upcoming program development and intervention priorities.
- MYDATA is available to all teachers and the Governing Council for immediate access to grades, scores and attendance. Instantaneous access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective Professional Development program on an ongoing basis. Basic and Below Basic students will be targeted using the information on CST and periodic district assessment results. These results and data analysis will also help teachers to create focused units on areas of need and cluster students to receive extra help in the Learning Center or within small groups in the classroom.

E. Identification of Grading Policy

Individual classroom teachers will be primarily accountable for assessing their students' progress with regard to grade-level work and content standards. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade-level by assessments aligned to the State Standards.

Student progress toward achieving the California grade-level standards and school goals will be communicated to students' parents by providing immediate feedback on class assignments, homework assignments, and by means of the unsatisfactory progress report and regular conferences with the students' teachers.

Proficient levels of the District and State Standards are summarized on the LAUSD Progress Report. The Progress Report uses a 4-point scoring rubric that aligns with State Standards and classroom teachers' daily work assignments. Students earn a "4" for Advanced Proficient Levels; "3" for Benchmark Proficient Levels; "2" for Partial Proficient Levels; and "1" for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: language arts divided into reading, writing, listening, and speaking; mathematics; history and social science; science; health education; physical education; and the arts. The standards for life-long learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and fair play.

Progress is reported to the parents three times annually using the LAUSD Progress Report. Additionally, parent conferences and/or student-led conferences are conducted at the end of the first reporting period and as needed according to parent or teacher request within the second and third reporting periods.

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)

Petition for Affiliated Charter Status

Serrania is an elementary school grades K-5 that proposes to be converted to an Affiliated Charter within the Los Angeles Unified School District and to be known as Serrania Charter for Enriched Studies. As an Affiliated Charter, Serrania Charter for Enriched Studies shall follow all established LAUSD policies and guidelines.

Serrania Charter for Enriched Studies Governance Council

Serrania Charter for Enriched Studies is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Serrania Charter for Enriched Studies. 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 appropriated 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.

In the event that Serrania Charter for Enriched Studies changes from affiliated charter status to independent charter status, Serrania Charter for Enriched Studies 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 Serrania Charter for Enriched Studies changes its status to an independent charter school, Serrania Charter for Enriched Studies shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

Serrania 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 Serrania Charter for Enriched Studies, which can be revised as approved by LAUSD.

The Governance Council shall meet at least once a month during the traditional school 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. Subject to LAUSD policies and procedures, the Council shall have authority for aspects of its operation including, but not limited to the development and implementation of policies related to curriculum, personnel consistent with District policies and procedures and collective bargaining agreements, professional development, categorical block grant budget and finance, implementation of admissions, site-level scheduling, community relations, classroom usage (within District policy), use of the school site (within District policy), safety, discipline, charter revision subject to District approval, dispute resolution (within district policy), appointment of school representatives to external organizations, and interactions with LAUSD. It will be the Governance Council's responsibility to perform a school evaluation based upon the measurable goals and terms outlined in this charter.

A. Process which Ensures Staff, Student and Other Stakeholder Involvement

Parents play a very active role in our school, and the success of Serrania Charter for Enriched Studies depends upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at Serrania Charter for Enriched Studies, their participation will help to fulfill our promise of an enriched educational experience for all children. At least one elected parent representative will serve on each of the school's Governing and Executive Committees, including but not limited to budget, bylaws and curriculum, school safety, staff selection, technology, discipline and professional development.

Parents attend monthly parent meetings where they elect their own officers and representatives and where they set goals for their participation. By participating in the process, parents will enhance their skills related to teaching their children, planning, budgeting, management, analysis and problem solving.

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

School Governance

Involvement in the Governing Council and the various Governing Council committees will provide for direct parent and teacher involvement in the ongoing process of

reviewing and revising the school’s educational program. This will enable us to continue meeting the unique and changing needs of each Serrania student. All Governing Council and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website and via organized email blasts), and an agenda of each meeting will be posted publicly (at the school site and on the school’s website) at least 24 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items during any “public comments” period will be added to a later agenda for official discussion. The Governing Council and standing committees will also comply with all Brown Act requirements. Minutes of meetings will also be posted in a public area, on the school campus in the main quad area, and on the website.

As a separate entity from Serrania Charter for Enriched Studies, the Serrania 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 & Insurance Services. Serrania Charter for Enriched Studies will conform to and operate under the District of Risk Management & Insurance Services. Serrania Charter for Enriched Studies will conform to and operate under the District’s Donation Policy (Policy Bulletin No. 1633). PTA shall work collaboratively with Serrania Charter for Enriched Studies to further the educational program of the School. PTA is a non-profit 501c (3) California Corporation.

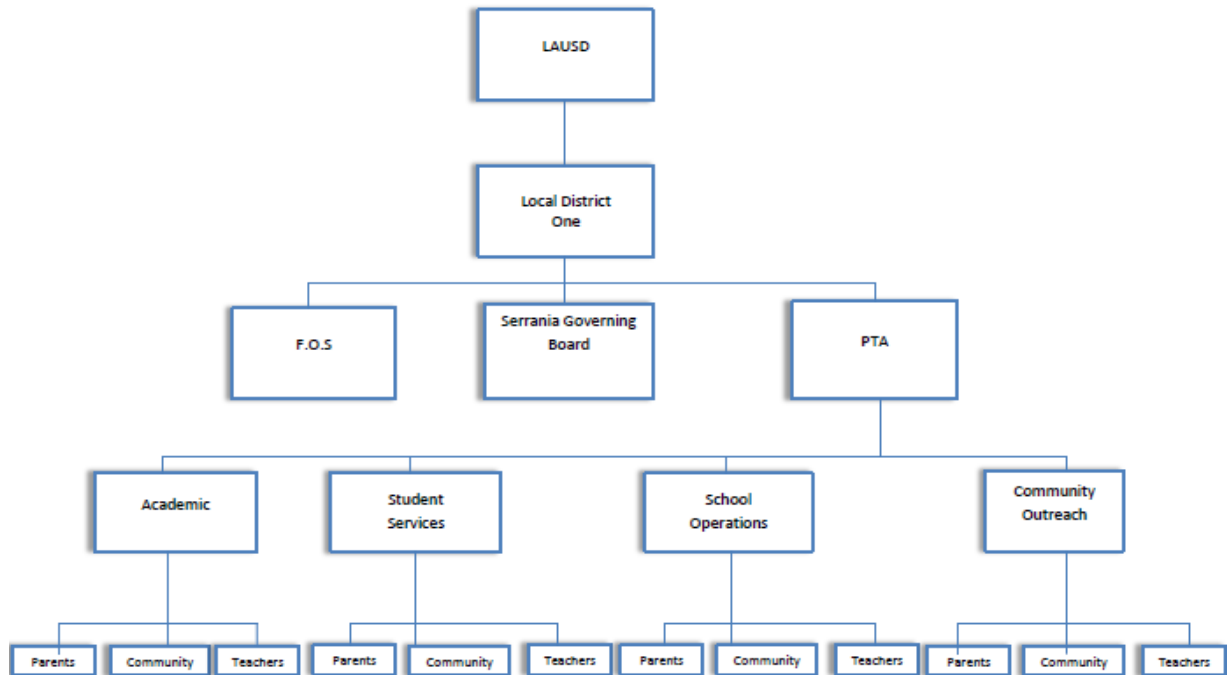
Additional Parent Involvement Opportunities

Parent involvement is the key to the success of the school, with opportunities for both parents who stay at home and those who work outside the home. These opportunities include events such as Back-to- School Night, Open House, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, campus beautification, Parent Education, weekly written correspondence, and the monthly PTA meetings. Serrania also announces opportunities using email blasts, via its website, and by automated phone calls (ConnectEd). Teachers communicate during weekly collaboration meetings, professional development meetings, and regular faculty meetings. Without the parents' support, Serrania would not be able to achieve the excellence that is its legacy. Parents are essential to making the school a vital part of the community and in fostering the diversity and excellence of Serrania’s enriched educational program. A parent’s inability to participate does not impact admission for enrollment.

C. Decision-Making Process and Organizational Chart

Serrania’s School Governing Council will be a consensus-oriented, site-based decision-making body for Serrania Charter for Enriched Studies. It will have the responsibility for allocating categorical block grant resources and setting the site-based policies and procedures to achieve the school’s program goals, thus promoting the best educational

program possible for students. The attainment of consensus among all members of the Council shall be a primary goal. If consensus cannot be reached, decisions will be made by a simple majority vote of the members present, with the exception of bylaws changes, which must be decided by a two-thirds majority of the Council. In the event of a tie vote, further discussion and research will take place until there is a majority vote. Any stakeholder can bring new business before the Governing Council by bringing the matter to the attention of the principal, a member of the Governing Council, or the relevant committee. All standing committees will have representation from both the parent body and teaching staff and are the foundation of policy decision-making at Serrania Charter for Enriched Studies.



D. Compliance with all Laws Relating to Public Agencies in General, all Federal Laws and Regulations and State Codes

Members of the Serrania Charter for Enriched Studies 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 policies and regulations regarding ethics and conflicts of interest.

Serrania Charter for Enriched Studies will comply with the Brown Act.

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

E. Serrania Charter for Enriched Studies' Relationship with District/County

The Serrania Charter for Enriched Studies Governing Council will work collaboratively with the Local District and District to determine the applicability of District policies and procedures to Serrania Charter for Enriched Studies. Serrania will continue its operation as a fiscally affiliated charter school. Serrania Charter for Enriched Studies will work collaboratively with the District to ensure all programs, services, and future needs are funded.

F. Process for Amendments to Charter

Serrania Charter for Enriched Studies reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives to the Serrania Charter for Enriched Studies Governing Council. Any material revisions to the charter must be submitted to the LAUSD Board of Education for approval. Serrania Charter for Enriched Studies will consult with the District in making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision. Serrania Charter for Enriched Studies, a California Distinguished School, is currently a high-achieving elementary school in Local District 1 and will continue to pursue innovative, pioneering ideas that can serve as a model for other schools within all of LAUSD, both in addressing the implementation of innovative curriculum and instructional techniques, and in supporting those students who may need additional attention and intervention to succeed. We do this by providing additional educational resources such as:

- Targeted instruction by long-term substitutes for identified students not meeting benchmark
- Class-size reduction teachers
- Learning Center
- Additional support by paraprofessionals

All of these pursuits stem from the interest and support of the leaders of our school, thereby ensuring the active participation of parents, teachers and administrators as stakeholders in the educational process.

G. Articles of Incorporation and Bylaws of Nonprofit Corporation

Since we are applying to convert to an affiliated charter school, we do not need to submit articles of incorporation and bylaws of a nonprofit corporation. We have however submitted the Bylaws of the Governance Council (Appendix 2).

H. Selection Process of Council Members and Relevant Governance Council

Members of the Governance Council shall serve two-year 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.

The members of the Governance Council are comprised of:

- The Principal
- UTLA Chapter Chair
- Two Certificated Representatives (to be elected by certificated staff)
- One Classified Representative (to be elected by classified staff)
- 5 parent members- elected by parents of Serrania

There will be two (2) alternate teacher representatives who shall be elected from and by the credentialed teachers employed at the school.

There shall be up to four (4) 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.

Executive Committee

Serrania Charter for Enriched Studies will have an Executive Committee comprised of the principal, one teacher elected yearly by the teachers who are voting members of the Governance Council, and one parent elected yearly by parents who are voting members of the Governance Council. Vacancies on the Executive Committee shall be filled immediately.

The Executive Committee shall:

- Chair and set the agenda for Governance Council meetings
- Refer issues to the Governance Council or its committees

The Executive Committee may not exercise the authority of the Governance Council. The Executive Committee will normally meet weekly but may convene more or less frequently as necessary to conduct its business. Members of the Governance Council shall excuse themselves from participating in decisions about matters that may involve potential or actual conflicts of interest. Such conflicts may arise whenever a Council member may either receive some advantage or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the Governance Council. Council members shall either excuse themselves voluntarily or be excused by a majority of voting representatives if the Governance Council determines that there is an actual or potential conflict of interest, which may be brought to the attention of the Governance Council by any person.

Serrania Charter for Enriched Studies shall comply with LAUSD's policies and regulations regarding ethics and conflicts of interest in their decision making process.

Role of Committees

Committees shall be formed to research issues and obtain input from all affected/ interested groups. They will ensure participation of all stakeholders, present findings to the Council for a decision, create a more efficient way to handle decision making and provide a more effective way of communication.

Committees may include but are not limited to:

- Instructional
- RTI Cabinet/Intervention
- Curriculum
- Discipline
- Student Council
- Playground Schedule
- SST/LAT
- Budget
- Safety/Health
- Plant Facilities
- Technology
- Social
- School Events
- PTA/FOS

Other committees will be formed as the need arises.

Additional committee members will be volunteers based on interest and expertise. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Governance Council Chair and/or the Governance Council Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Serrania Charter for Enriched Studies Governance Council Chair will appoint a chairperson. The Council, as needed, will determine committee meeting dates and times and all committees will comply with the Brown Act.

I. Grievance Procedure for Parents and Students

As a District affiliated charter, Serrania Charter for Enriched Studies will comply with the District's Grievance Policy and Procedure for the Parents and Students.

J. LAUSD Charter Policy

The Serrania Charter for Enriched Studies will comply with the District policy related to Charter Schools, as it may be changed from time to time.

K. Responding to Inquiries

Serrania Charter for Enriched Studies shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records. Serrania Charter for Enriched Studies 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.

L. 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 Serrania Charter for Enriched Studies.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Serrania Charter for Enriched Studies believes that all persons are entitled to equal employment opportunity. It does 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.

As an affiliated charter school of the Los Angeles Unified School District, The Serrania Charter for Enriched Studies will comply with all No Child Left Behind Act (NCLBA) requirements of teachers and paraprofessionals.

Charter for Enriched Studies will comply with all No Child Left Behind Act (NCLBA) requirements of teachers and paraprofessionals.

The Serrania Charter for Enriched Studies will follow all District personnel policies and practices.

Serrania 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 for administrative candidates and the Local District Superintendent will make the final decision. All administrative positions at Serrania Charter for Enriched Studies 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 Serrania Charter for Enriched Studies 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, Serrania Charter for Enriched Studies 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 is subject to District decisions regarding reduction in force and layoffs.

We will adhere to all court mandates and state and federal laws including the Rodriguez Consent Decree and OCR guidelines. Each self-contained classroom teacher will have appropriate credentials issued by the State Commission on Teacher Credentialing for his/her teaching assignment. Non-self-contained classroom teachers will have appropriate credentials consistent with state legislation and Title I, No Child Left Behind legislation. The District will monitor all credentials. At the close of each school year, the principal shall evaluate the faculty consistent with District policy. Such evaluation shall include the areas of professional development, teaching performance, the integration of science, technology and enrichment and student performance as demonstrated by previously discussed District assessment methods.

The Serrania Charter for Enriched Studies will continue to recruit qualified bilingual personnel (teachers, paraprofessionals, office staff, etc.) consistent with District hiring policies and staff programs, which will attract and serve Limited English Proficient students.

A. Staff Selection Process

Personnel

Serrania Charter for Enriched Studies 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. Serrania Charter for Enriched Studies 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 any Serrania Charter for Enriched Studies 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, Serrania Charter for Enriched Studies will 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 Serrania Charter for Enriched Studies 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, Serrania Charter for Enriched Studies will have autonomy in assigning positions to specific working basis.

Professional Development

In addition to any District-mandated professional development, Serrania Charter for Enriched Studies 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 Serrania Charter for Enriched Studies will, in turn, be funded by the District consistent with its practice for other District schools.

Serrania Charter for Enriched Studies will abide by District policy, procedures, and collective bargaining agreements for employee selection. The school will make its recommendation to the Local District Superintendent who will make the final decision. Staff is subject to District decisions regarding reduction in force, mandated furloughs,

layoffs, and any other District personnel decisions regarding salaries, classifications and assignments. The Serrania Charter for Enriched Studies staff shall consist of persons who are committed to the Serrania Charter for Enriched Studies's philosophy. Selection of Certificated and Classified Personnel (to include teachers, administrators, support personnel, office manager and staff, cafeteria manager and staff) will be conducted as follows:

The selection process will include the following steps in accordance with District policy and collective bargaining agreements:

- Obtain District job description
- Announce opening(s)
- Recruit applicant(s)
- Request an application, resume, references, records of experiences, credentials, licenses, etc.
- Verify previous employment -interview candidate(s)
- Final teacher candidates will be interviewed by the Selection Committee using questions specifically directed to the applicant's understanding, present a demonstration lesson from the Curriculum of the Serrania Charter for Enriched Studies and using the teaching methods outlined in this Charter. The selection of the top candidate will be recommended.

District will verify:

- Medical clearance: Proof of medical exam and TB testing.
- Fingerprinting -applicant will submit prints that will be forwarded to appropriate agencies for criminal record check prior to employment in a manner consistent with applicable state law.
- Check for employment eligibility, including authorization to work in the United States and require child-abuse sign-off.

B. Selection of Teacher(s)

Teaching staff members shall be selected as follows:

With regard to selection, the Serrania Charter for Enriched Studies will adhere to all court mandates and state and federal laws including the Rodriquez Consent Decree and Office of Civil Rights guidelines. Credentialed teachers interested in filling a position will be asked to submit a resume plus three letters of recommendation from former employers or other references. The Staff Selection Sub-Committee of the Governance Council will interview an applicant, who is being considered for selection. Members of this Sub-committee will prepare questions specifically directed the applicant's understanding of the practices indicated in the teacher criteria (see "Selection of Certificated and Classified Personnel" above). Final candidates will be asked to present a

demonstration lesson at a particular grade level while being observed by members of the Subcommittee.

The Sub-committee will be authorized to determine, by consensus, which applicants will be recommend. When an applicant is selected, he or she must be processed through the District. The Governance Council shall appoint a Staff Selection Subcommittee made up of members of the Committee, which will recommend selection of the School staff. The Sub-committee shall consist of the principal, the school administrative assistant, a UTLA representative, two teachers representing the grade level with the vacancy and three parent representatives.

C. Selection of Administrator(s)

In addition to the above procedures, prospective administrators will be interviewed by faculty and parent representatives, and will be recommended for approval to the Local District Superintendent based upon a two-thirds majority vote at a governance committee meeting. The principal will be responsible to and evaluated by LAUSD Local District 1 Superintendent.

D. Selection of Paraprofessionals

Paraprofessionals meet all District Personnel requirements. The teacher of the class that has the opening and the administrator will do interview and selection.

- Paraprofessionals will meet NCLB criteria.

The exceptions for paraprofessionals are for those who act as translators or whose duties consist solely of conducting parental involvement activities.

E. Selection of Day-to-Day Substitutes

The Serrania Charter for Enriched Studies will establish and maintain a list of qualified District approved substitutes who will be contacted as needed. All substitute teachers will be credentialed teachers.

F. Description of Duties

Teachers

Each employee is responsible not only for classroom duties (or, in the case of non-classroom teachers, scheduled duties) for which properly credentialed, but also for all related professional duties. Such professional duties include the following examples:

- instructional planning
- preparing lesson plans in a format appropriate to the teacher's assignment

- preparing and selecting instructional materials reviewing and evaluating the work of pupils; communicating and conferring with pupils, parents, staff and administrators
- maintaining appropriate records
- providing leadership and supervision of student activities and organizations supervising pupils both within and outside the classroom
- supervising teacher aides when assigned
- cooperating in parent, community and open house activities participating in staff development programs, professional activities related to their assignment, independent study and otherwise keeping current with developments within their areas or subjects of assignment
- assuming reasonable responsibility for the proper use and control of District property, equipment, material and supplies
- attending faculty, departmental, grade level and other meetings called or approved by the immediate administrator.

Principal Essential Functions:

The Principal serves as the instructional leader, chief fiscal officer and administrator of an elementary school and is responsible for the direction of the instructional program and the operation of the school plant and related facilities.

1. Serves as a resource for and liaison to the stakeholders of the school community.
2. Interprets and implements state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
3. Provides guidance, supervision and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, Special Education, and Gifted and Talented students.
4. Provides leadership for and facilitates collaboration with all stakeholders on identifying goals; develops the School's Single Plan for Student Achievement and measures the outcomes of these goals.
5. Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.
6. Counsels students, recommends and implements student disciplinary actions in accordance with the Education Code, responsibility code.
7. Organizes and conducts school extra-curricular activities and fundraising events.
8. Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
9. Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Language Learners.

10. Maintains positive public relations and outreach contacts with parents and community groups.
11. Provides effective professional development and training for all stakeholders to improve student achievement.
12. Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
13. Evaluates the performance of certificated and classified personnel assigned to the school site.

Classified and Other Personnel

Assists a teacher or other certificated employee by performing duties such as:

- Reading to students, drilling them in subject matter presented by the teacher to maintain or improve learning skills, assisting students in library or computer lab activities, correcting work papers and scoring tests, and supervising a group while the teacher is busy elsewhere in the classroom.
- Collecting and distributing materials, monitoring classes during tests, helping to set up or arrange furniture and audio-visual and other equipment, and storing or disposing of materials.
- Monitoring assigned areas on school grounds to assist in enforcing safety and disciplinary rules. Making home contacts (by phone or in person) to review school or center programs with parents or community groups, to assist in establishing or maintaining cooperative relationships, to resolve problems related to attendance or behavior, and to encourage parental involvement. Posting information on classroom records, filing materials, storing supplies, running errands, operating simple office equipment, and performing other miscellaneous duties.
- Preparing instructional, display, and work materials.
- In addition to classroom duties, may perform such duties as:
 - o Supervising or assisting in supervising students at bus loading and unloading zones and during bus travel
 - o Monitoring student behavior in rest rooms and locker rooms to prevent rule violations or unsafe activities.
- May accompany students on bus trips.
- Performs related duties as assigned.
- Office personnel will perform daily school business.
- Other personnel will perform duties as described by the administrative team.

Plant Manager and Custodians

- The Plant Manager and all Custodians will be employees of the District and assigned to Serrania Charter for Enriched Studies will perform the maintenance and operations for the school.

Parent Volunteers

The developers of the Serrania Charter for Enriched Studies recognize that it will not succeed without cooperation from the community and its resources. To achieve its goal of creating a superior learning environment in which students can succeed academically far beyond conventional expectations, there must be an unprecedented level of community “ownership” of the school: local residents, business people, community leaders and especially parents, must be deeply involved in setting school policy and supporting school programs. To best meet the needs of the students, families, and community, the Serrania Charter for Enriched Studies will continue partnerships with many institutions. The Charter School’s primary partnerships are with the local community, the PTA, and a number of other community groups and agencies. The strengths and resources of these institutions will greatly enhance the quality and variety of programs at the Serrania Charter for Enriched Studies, improving the School’s ability to positively impact the students and community now and in the years to come.

G. Accountability

All employees will be evaluated according to District policy and collective bargaining agreements. 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. The principal or assistant on a yearly basis using the LAUSD standard evaluation form will evaluate special education assistants. 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. The Local District Superintendent or designee will evaluate administrators.

Criteria for Principal Accountability

- o Communication Dimensions
- o Decision-Making Dimensions
- o Management Dimensions
- o Interpersonal Dimensions
- o Personal Dimensions

Criteria for Teacher Accountability

- o Support for Student Learning
- o Planning and Designing Instruction
- o Classroom Performance
- o Developing as a Professional Educator
- o Punctuality, Attendance and Record Keeping

Criteria for Classified Employees

- o Work Product

- o Work Habits
- o Relations with Others
- o Additional Job Related Factors and Overall Work Performance

H. Salary Schedule

The Serrania Charter for Enriched Studies will adhere to all collective bargaining agreements signed by LAUSD in establishing staff compensation.

I. Work Basis

Each staff member will work the number of days designated in his/her specific collective bargaining agreement.

J. Method for Reporting Alleged Improprieties

Current methods for reporting child abuse, acts of violence, and other improprieties will be followed as mandated by District guidelines, federal and state law, and local agencies.

K. Due Process

UTLA and all collective bargaining agreements will be enforced allowing all staff member's due process rights, which include:

- Right to just cause, appropriate discipline, and justified dismissal.
- Right to mediation and a fair hearing, if necessary.
- Right to binding arbitration conducted by a paid arbitrator.

United Teachers Los Angeles (UTLA)

Associated Administrators of Los Angeles (AALA)

Service Employees' International Union (SEIU) Local 99

- Unit B (Instructional Aides)
- Unit C (Operations)
- Unit F (Teacher Assistants)
- Unit G (Playground Aides)

California School Employees Association (CSEA)

- Unit D (Technical, Professional, Clerical)

Teamsters Local Union 572

- Unit S (Classified Supervisors)

Public Employment Relations Board (PERB)

**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)

While operating as an affiliated charter with the Los Angeles Unified School District, Serrania Charter for Enriched Studies will continue to be covered under the self-insurance and property coverage program of the LAUSD as provided to all other schools in the Los Angeles Unified School District. As an affiliated charter school, Serrania Charter for Enriched Studies 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.

Serrania Charter for Enriched Studies 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 Serrania Charter for Enriched Studies changes its status to independent charter school during the term of the Charter, Serrania Charter for Enriched Studies shall submit a petition for material revision for District’s approval including provisions for insurance and indemnification for independent charter school pursuant to District requirements.

Insurance

Serrania Charter for Enriched Studies will follow all policies of the Risk Management Division of the Los Angeles Unified School District. All policies will be held and maintained by LAUSD Office or Risk Management and Insurance Services. Coverage shall be provided to the affiliated Serrania Charter for Enriched Studies 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 Serrania Charter for Enriched Studies 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 the Charter School vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Charter School 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, Serrania Charter for Enriched Studies will adhere to District’s Health, Safety, and Emergency Plans. The Serrania Charter for Enriched Studies 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.

Serrania Charter for Enriched Studies 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. See Appendix I for complete Serrania Safe School Plan.

The Serrania Charter for Enriched Studies, its employees and officers will comply with the Family Educational Right and Privacy Act (FERPA) at all times.

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.

Health & Safety Procedures

As an affiliated charter school, Serrania Charter for Enriched Studies will adhere to District's Health, Safety and Emergency Plans. The Serrania Charter for Enriched Studies 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.

The Serrania Charter for Enriched Studies will comply with all District policies regarding health & safety and will adopt and implement said health, safety, and risk management policies to create a safe and secure learning environment. It will be the task of the school administration to monitor all activities consistently to provide safety and security of the students and staff. The policies will address, but not be limited to, the following topics:

- The school as a drug, alcohol, and tobacco-free workplace. Serrania Charter for Enriched Studies implements Red-Ribbon Week each year. Jump Rope for Heart helps to teach healthy heart habits such as not smoking or drinking. Each class uses Health and Wellness textbooks and the Too Good for Drugs program to maintain these drug, alcohol, and tobacco-free lessons throughout the year. The fifth grade also participates in a health and development program.
- Employee fingerprinting and criminal background check.
- Documentation of TB test requirement for all students, staff, and volunteers. Parents are not allowed to volunteered until their TB tests are documented and on file in the office.
- Reporting of child abuse, acts of violence, and other improprieties as mandated by Federal, State, and local agencies.
- Sexual harassment training for all employees.

- Procedures for response to natural disasters and emergencies, including fires and earthquakes. Emergency fire and earthquake drills are conducted on a regular basis.
- First aid/CPR training. Also, the school nurse leads a professional development meeting to train staff in handling blood-borne pathogens.
- The safety of auxiliary services (food services, custodial services, hazardous materials).

Amendments will be made to remain compliant with District safety policies or upon recommendation by the District's insurance carriers. Serrania Charter for Enriched Studies will comply with the existing regulations that apply to public schools including CAL/OSHA, the California Environmental Protection Agency and Federal EPA regulations. Records of student immunizations will be maintained, and staff will honor District requirements for periodic Mantoux tuberculosis (TB) tests. Each employee is required to follow District policy regarding a full disclosure statement regarding prior criminal record as required by the California Education Code Section 44237.

- The local community provides each classroom with earthquake kits, which include, but are not limited to: first aid kit, emergency water, emergency release forms, flashlight, blanket, etc.
- Located on campus is an emergency safety container with further emergency supplies, such as search and rescue equipment, first aid supplies, water, meals, etc.
- The School Safety Committee will continue to meet regularly to update and review safety procedures and continuous ways to improve the safety and wellbeing of our students and staff, including conducting yearly professional development to train staff in emergency procedures.
- The PTA maintains a valet safety service program, at drop-off/pick-up areas. The program enhances student safety and minimizes the potential for accidents. This program is a City volunteer program conducted in cooperation with parents and community.
- A Behavior Committee yearly reviews the school's Behavior Plan with the staff and makes changes as necessary.
- A yearly Behavior Faire reviews school rules with all students.

Element 7
MEANS TO ACHIEVE RACIAL AND 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)

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 Serrania Avenue Elementary School. The attending students shall represent a broad ethnic background and the boundaries for the School shall be consistent with the policies of the District for achieving it.

The Serrania Charter for Enriched Studies will make every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the Los Angeles Unified School District. Recruitment efforts within and beyond the District designated attendance area shall include publicizing our instructional program at Open House in April and advertising in a public newspaper, providing weekly tours of the school beginning in March, and speaking to interested parents including those from overcrowded neighboring schools in Woodland Hills, West Hills, and Canoga Park.

A. 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.

Serrania Charter for Enriched Studies 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.

Additionally, the school will devise a community-marketing plan to encourage those minority students currently residing within but not attending Serrania Charter for Enriched Studies’ current school boundaries to enroll. Preschools, outside and within Serrania boundaries, are invited to attend school tours, and flyers are posted in public areas encouraging parents and students to attend Serrania.

The media is invited to important school functions to provide advertisement and public knowledge of Serrania Charter for Enriched Studies. Spanish and Farsi language (based on demographics) will be used in this outreach effort. School officials will routinely monitor minority enrollment and work closely with LAUSD officials to insure that the school’s minority population meets or exceeds the Crawford Court Order.

ELEMENT 8: ADMISSION REQUIREMENTS

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

Serrania Charter for Enriched Studies 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 have equal access to the same free, appropriate public education as provided to other children and youths.

A. Admission Requirements

Admission to Serrania Charter for Enriched Studies is open to all students residing in California. Admission to Serrania 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 Compact Agreement can be located in the Appendix.

B. Enrollment/Lottery Assurances and Procedures

Serrania Charter for Enriched Studies shall be located and operate within the boundaries of Local District 1 of 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 Serrania Elementary School. Should the amount of pupils who wish to attend Serrania Charter for Enriched Studies exceed the enrollment limit, parents will receive a lottery application. 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 to currently attending students and their siblings, potential students entering grade levels with low enrollment, children of staff members, and children of educators at schools within our community. The date, time, location and method of this drawing will be printed on the application. On the drawing date, the principal and office manager will randomly draw names of the candidates. Parents of the applicants will be notified immediately by phone and by a letter and are either admitted for enrollment or placed on a waiting list with an assigned number and notified by phone when space is available. The number of random applications is based upon fall enrollment projections provided by LAUSD.

The waiting list will prioritize candidates according to the order in which they were drawn, based upon the above referenced categories.

In the event that the school is notified of a false address for the predetermined District attendance boundary for the Charter School (for example, if school mail is returned undeliverable), Serrania Charter for Enriched Studies will assign an address verification committee to assist the office with validating whether an address is within Serrania’s

boundaries. Such boundaries may vary from time to time but shall always be developed or revised in accordance with the policies and guidelines set for other schools in the District. However, any student who resides in the state of California may apply to the Serrania Charter for Enriched Studies. Transportation will not be provided. The school will adhere to all applicable laws governing the minimum age for public school attendance.

The Serrania Charter for Enriched Studies will utilize LAUSD enrollment forms and cumulative records. The Serrania Charter for Enriched Studies will adhere to all District procedures related to confidentiality and privacy of records. Serrania Charter for Enriched Studies will follow district policy for requesting the cumulative records of new students who have transferred from other schools. Upon leaving Serrania, student records will be forwarded to the new receiving school. Upon leaving the Serrania Charter for Enriched Studies, student records will be processed accordingly and forwarded to the receiving school.

Serrania Charter for Enriched Studies 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.

ELEMENT 9: 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

Serrania Charter for Enriched Studies 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, Serrania 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 Predominately Hispanic, Black, Asian, and other (PHBAO).

Serrania Charter for Enriched Studies must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or PHBAO).

Serrania Charter for Enriched Studies will oversee the receipt and management of the categorical block grant and other fund allocations and shall adhere to generally accepted

accounting principles. Serrania Charter for Enriched Studies 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 Serrania Charter for Enriched Studies. 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 Serrania Charter for Enriched Studies may also be subject to adjustment in funding levels and deferrals. In addition, Serrania Charter for Enriched Studies 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 Serrania Charter for Enriched Studies, 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 Serrania Charter for Enriched Studies 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. Serrania Charter for Enriched Studies shall prepare and submit all required financial data and reports for inclusion in the District's report.

Per-Pupil Budgeting

Where possible, Serrania Charter for Enriched Studies will have the ability to implement the District's per pupil budgeting model.

A. Annual Audits

As an affiliated charter school that is fully financially administered by the Los Angeles Unified School District, Serrania Charter for Enriched Studies will follow all usual District financial planning, budgeting, and management procedures. As an affiliated charter school operating within the District, the District will audit the Serrania Charter for Enriched Studies. The audit will be conducted in accordance with generally accepted accounting principles.

Audit and Inspection of Records

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

- Serrania Charter for Enriched Studies 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.

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 Serrania Charter for Enriched Studies will develop and maintain internal fiscal control policies governing all financial activities.

B. Resolution of Exceptions and Deficiencies

As an affiliated charter school, the Serrania Charter for Enriched Studies would follow District policy around resolving any exceptions or deficiencies found during the course of an audit.

ELEMENT 10: STUDENT EXPULSIONS

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

A. General Discipline Policies

As an affiliated charter school of the Los Angeles Unified School District, Serrania Charter for Enriched Studies 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.

Serrania Charter for Enriched Studies 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.

Serrania Charter for Enriched Studies shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Students and their families are notified of their rights in the Parent Student Handbook given out at the beginning of each year.

Any provisions in this charter petition, parent student handbook, or parent-school compact that conflict with LAUSD discipline policy and procedures, state and federal laws shall be null and void.

Standards and Conduct

Serrania Charter for Enriched Studies embraces the theory of positive discipline. We use problem solving rather than punishment to help children become successful students and citizens. Parent/child/school cooperation and support is crucial. To this end, the Parent-Student-School Compact, sent home at the beginning of the school year, addresses the responsibilities of each signatory to the Compact. (Tab F, Appendix 1). In addition, each teacher in every classroom explains standards and expectation for behavior. Students are expected to maintain our school-wide standards of behavior, which are based on the Six Pillars of Character.

Six Pillars of Character.

1. Take **responsibility** for yourself and your actions.
2. Demonstrate that you are a contributing **citizen** of your school community.
3. Always treat others with **respect**.
4. Show **fairness** to others in class as well as on the playground.
5. Show **kindness** to others who need assistance.
6. Prove yourself to be **trustworthy** to your peers and school staff.

Positive Behavior Reinforcements

Students are encouraged to behave appropriately throughout the day. This is reinforced with our “Caught Being Good” program. Students are rewarded for random acts of good behavior, kindness and empathy, with a “Caught Being Good” slip and a drawing at the end of the week. Winners are chosen at random and announced to the school. At the beginning of each semester, the administration hosts upper grade assemblies for students to discuss expectations for student behavior. In addition, on the first Monday of every month there is a school-wide assembly to highlight positive character traits. At a monthly Awards Assembly, students from each grade level are recognized for displaying the monthly virtue related to the Six Pillars of Character, with a certificate and picture. Students are reminded of appropriate behavior through story time in the Library Media Center, as well as Second Step program within the classrooms.

School-Wide Behavior

Morning recess and lunch recess are times for play, relaxation, and to share time with friends from different classes at their grade level. Areas available for students are the playground, the game table, and assigned areas on the playground, one of which is the track, which we received through a grant from the Kirk Douglas Foundation. These choices allow for personal development and a range of personal interests.

All students will be expected to follow the Six Pillars of Character. However, if there are infractions, there are consequences for the misconduct.

Consequences for Misconduct

- First offense: Student is given an explanation of the offense and instructed how to participate appropriately.
- Second offense: Students who need a “cooling off” period will be directed to a specific area by the teacher or supervision aide. Student will then complete a “Behavior Reflection.” This document will be copied and given to the teacher, parent, and office.
- Third offense: Student is removed from the game or classroom. The student may be given “community service” as a result of their behavior.

Any students involved in physical altercations will meet with the principal.

Further behavioral infractions will be handled according to LAUSD policies and procedures.

B. Administrators 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.

C. Length of Suspension

The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. A student may not be suspended more than 20 days in a single school year.

D. Grounds 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 the Serrania Charter for Enriched Studies will be referred to the Student Discipline Proceedings Unit of the LAUSD for processing and disposition and notification. A student may be recommended for suspension or expulsion for any of the following reasons, as specified in Education Code Sections 48900 et seq.:

- 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 any 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 by the principal or the designee of the principal.
- 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.
- Unlawfully offered, arranged, or negotiated to sell 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, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases).
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases).
- 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 (exception made for 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 (includes, but not limited to, electronic files and databases).
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 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, arranged 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, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only).
- Committed sexual harassment (grades 4-5). Section 48900.2 (E.C. 48900et seq.)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-5). Section 48900.3.
- Engaged in harassment, threats, or intimidation directed against school District personnel or pupils (grades 4-5), that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Section 48900.4.
- Made terroristic threats against school officials, school property or both. Section 48900.7.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. The principal will use discretion to provide alternatives to suspension or expulsion including, but not limited to, counseling and an anger management program.

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 parent's 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 principal will notify parents, 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.

E. Expulsion Procedure

Whenever a student is accused of an act for which an expulsion may be recommended, the principal will conduct an incident investigation by 1) LAUSD's Discipline and Expulsion Support Unit could provide technical assistance, if required, 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. Therefore, in the event that a student requires expulsion, Serrania Charter for Enriched Studies will work with LAUSD and implement BUL-4655, March 13, 2009 as the guiding practice for expulsion.

Serrania Charter for Enriched Studies 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 who will review the case and prepare the recommendation to expel the student. Serrania Charter for Enriched Studies will follow district guidelines as set forth by LAUSD in preparing the file for student expulsion and participate and cooperate with the LAUSD Board decision on the plan for rehabilitation.

F. Special Education Discipline

In the case of a student who has an IEP, or a student who has a 504 Plan, Serrania Charter for Enriched Studies will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the School’s 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 School’s failure to implement the 504 Plan?

**G. Procedures for Rehabilitation, Readmission and Interim Placement
Rehabilitation Plans**

Pupils who are expelled from the Charter School 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 the Charter School for readmission.

Readmission

The Charter School shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for readmission. 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. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period whether the student seeks readmission or not.

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter School 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?

Gun Free Schools Act

The Charter School shall comply with the federal Gun Free Schools Act.

H. Disciplinary Records

The Serrania Charter for Enriched Studies will follow District policies and shall maintain the confidentiality of pupil records of all student suspensions and expulsions in locked files at the school. These files will only be accessible to the school administration and designated staff members providing services to the students. Such records shall be made available to the District upon request.

I. Outcome Data

Serrania Charter for Enriched Studies 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. Outcome data will be maintained including:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees

ELEMENT 11: RETIREMENT PROGRAMS

“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).

As an affiliated charter school, the following staff issues are dealt with per established District policies and procedures:

- Relationship between the teachers and the District bargaining unit.
- Process by which salaries, benefits, working conditions and items, e.g., calendars, holidays, vacations and workday and year will be determined.
- Labor procedures, which will be applied to employees (EERA). Process for resolving complaints/grievances.
- Process for ensuring due process.
- Manner by which, staff members will be covered by STRS, PERS, Social Security or Medicare.
- Process for staff recruitment, selections, evaluation, and termination. Procedure for processing and monitoring credentials if required.
- As employees of an affiliated charter school within the Los Angeles Unified School District, all Serrania Charter for Enriched Studies staff members (certificated, classified, and administrative) will continue to be covered by all federal, state, and LAUSD employee.
- Benefits will be represented by employee unions: UTLA, AALA, Local 99,

Teamsters. Employees will continue to be covered by STRS, PERS, and PARS.

A. Retirement Systems

Employees of the Serrania Charter for Enriched Studies 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 (Ed Code 47611), 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. All grievance procedures and dispute resolution, due process will be implemented as applicable by all CBA and District policy.

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)

The Serrania Charter for Enriched Studies is a school of choice. No student is required to attend, and no employee is required to work at the school. Pupils who chose not to attend Serrania Charter for Enriched Studies may choose to attend other public schools in their District of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

ELEMENT 13: EMPLOYEE RIGHTS

“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)

As an affiliated charter school, all administrators, faculty and staff of the Serrania Charter for Enriched Studies are LAUSD employees. All employees will be hired by LAUSD and maintain the same relationships to all bargaining units.

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

If, for any reason, Serrania Charter for Enriched Studies closes or LAUSD closes Serrania Charter for Enriched Studies, all rights of employees are governed by District policy and applicable collective bargaining agreements.

As LAUSD employees, Serrania Charter for Enriched Studies employees are subject to District decisions regarding Reductions in Force (RIF), mandated furloughs, and any

other personnel decisions regarding salary, classification and assignment.

ELEMENT 14: DISPUTE RESOLUTION

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

Parents, students, board members, volunteers, and staff at the Serrania Charter for Enriched Studies will be provided with a copy of the school’s policies and dispute resolution process.

The staff of Serrania Avenue Charter for Enriched Studies and LAUSD Board of Education agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Serrania Charter for Enriched Studies, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and Serrania Charter for Enriched Studies shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification 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 5:00 PM or otherwise on the business day following personal deliver; (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. All Written Notifications shall be addressed as follows:

To Charter School:	Serrania Charter for Enriched Studies c/o School Principal
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To Director of Charter Schools:	Director of Charter Schools Los Angeles Unified School District 333 South Beaudry Avenue, 25 th Floor Los Angeles, California 90017
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- 2) A written response (“Written Response” shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the written Response is

received by 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 5:00 p.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: EMPLOYER STATUS AND COLLECTIVE BARGAINING

“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 Serrania Charter for Enriched Studies for the purposes of the Educational Employment Relations Act.

As an affiliated charter school, the Serrania Charter for Enriched Studies will follow District policy with respect to all existing collective bargaining agreements. Teachers and staff in the Serrania Charter for Enriched Studies will continue to be employees of the District and members of existing Collective Bargaining Units.

ELEMENT 16: PROCEDURES TO BE USED IF THE CHARTER SCHOOL CLOSES

“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. Cod 47605 (b)(5)(P)

As Serrania Charter for Enriched Studies will be an affiliated charter school, District guidelines and procedures will be adhered to in all aspects of school closure.

A. Oversight, Term, and Renewal

The Charter School must submit its renewal petition to the District’s Innovation and Charter Schools Division no earlier than September of the year before the charter expires.

B. Term of Charter

This school is requesting that the LAUSD Board grant a charter for the Serrania Charter for Enriched Studies for five years.

C. Revocation

Serrania Charter for Enriched Studies reverts back to a District traditional school in the event of a closure.

Revocation

The District may revoke the charter if Serrania Charter for Enriched Studies 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 the Serrania Charter for Enriched Studies if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 4607(b) and State regulations, the LAUSD Board of Education will notify Serrania Charter for Enriched Studies in writing of the specific violation, and give the Serrania Charter for Enriched Studies 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 dispute resolution clause set forth in this charter.

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 Charter School informs the District of its intent to voluntarily close, the following steps are to be implemented:

1. If the affiliated Charter Schools' governing council voluntarily closes the Serrania Charter for Enriched Studies, 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 Serrania Charter for Enriched Studies 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 designees 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 Serrania Charter for Enriched Studies 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 Serrania Charter for Enriched Studies' right to operate as a Charter School or cause Serrania Charter for Enriched Studies to cease operation.

Facilities

In the event that Serrania Charter for Enriched Studies changes its status to independent charter school, during the term of this Charter, Serrania Charter for Enriched Studies shall submit a petition for material revision for District's approval. Serrania Charter for Enriched Studies shall meet all requirements of an independent charter that occupies with the District and adhere to District guidelines including:

- Petitioner: Serrania Charter for Enriched Studies

Proposed Charter School Location: 5014 Serrania Avenue, Woodland Hills, CA 91364

LAUSD Attendance Area District 1, Serrania Charter for Enriched Studies area

- Proposed Charter School to be located within the boundaries of LAUSD.
- Names of District school sites near proposed location – Woodland Hills El, Calvert El, Wilbur El

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 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:

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.

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.

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.

Minimum Payment 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 1972 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.

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, 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.

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.lausd.net/lausd/offices/personnel/class/class_comp/cds/cc4158.pdf

Asbestos Management:

The Serrania Charter for Enriched Studies will comply with District guideline related to the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 CFR 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.