



LOS ANGELES UNIFIED SCHOOL DISTRICT

Woodland Hills Charter Academy

March 7, 2013

20800 Burbank Blvd., Woodland Hills, CA 91367

TERM OF CHARTER

JULY 1, 2013 TO JUNE 30, 2018

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AFFIRMATIONS AND ASSURANCES:

[Charter School] shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A) . An existing public school that converts to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of the school. EC 47605 (d)(1)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school nor any employee to work at the Charter School.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Element 1 – The Educational Program

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

The address of the Charter School is 20800 Burbank Blvd., Woodland Hills, CA 91367

The phone number of the Charter School is 818-226-2900

The contact person for the Charter School is Ed Hayek, Principal

The term of this charter shall be from July 1, 2013 to June 30, 2018

The grade configuration is 6th, 7 and 8th

The number of students in the first year will be 1200

The grade level(s) of the students the first year will be: 6th, 7th and, 8th

The scheduled opening date of the Charter School is: August 13,2013

The operational capacity will be: 1350

The instructional calendar will be: Traditional (see Attachment #1 Calendar)

8:00 am to 2:57 pm Monday thru
Thursday and 8:00 am to 1:30 pm
Friday (see Attachment #2 WHCA Bell
Schedule)

The bell schedule for the Charter School will be: Schedule)

If space is available, traveling students will have the option to attend.

STUDENTS THE SCHOOL PROPOSES TO SERVE Demographic data of the target population (this is done by completing the attached matrix.); Academic achievement data; other applicable characteristics of the target population (does the school propose to target potential dropouts? newcomer populations? other?)

Our current enrollment is approximately 1,200 students in grades 6th through 8th. In 2011-12 our enrollment was 1,311 students. Our school’s demographics have remained consistent over the past 5 years. During 2011-12, our racial and ethnic make-up consisted of 658 (50.2%) Hispanic students, 372 (28.4%) White students, 150 (11.4%) Black students, 59 (4.5%) Asian students, 58 (4.4%) Filipino students, 11 (0.8%) Al/Alaskan students, and 3 (0.2%) Pacific Islander students. There has been a slight increase in socio-economically disadvantaged students. According to the 2011-12 Language Census, more than 20 different languages are spoken by the families of students attending Woodland Hills Academy. Other than English, Spanish is the second largest language spoken, at approximately 39%, followed by Farsi (2%) and Filipino

(2%). We currently have 127 students identified English Learners through the LAUSD's criteria. Last year we had 128. The state of California still recognizes approximately 194 students as EL. These students include EL and RFEP students who have not attained three years of Proficiency on their CSTs. Approximately 158 students are students with disabilities, and 279 students are identified as Gifted and Talented. Through professional development, we will reexamine and refine our practices to maintain culturally responsive and relevant education (CRRE) that reflect our school community, as well as provide a personalized learning environment that will meet each student's needs.

See attachment #3 Demographic Data.

MISSION AND VISION

The mission of Woodland Hills Charter Academy is to provide a college preparatory educational program that encourages a positive self-image, creative expression, critical thinking, and academic excellence challenging students to excel to their own highest potential while developing 21st century skills for college and career readiness.

The vision of Woodland Hills Charter Academy is based on teachers, administrators and the staff's belief in the importance of respecting other's abilities and differences, creating a safe, nurturing environment where students feel they belong, encouraging and building collaboration between school, home and community, and maintaining high standards for all students while encouraging and supporting them to achieve their full potential.

We are a school serving a culturally diverse student body. Each student will realize his/her potential in all curricular areas through personal learning emphasizing diversity, growth, and enrichment in a safe environment that promotes nurturing and mutual respect. All stakeholders will work together to develop students who have the habits of lifelong learners, including literacy, thinking, processing, and communication skills required to adapt their knowledge to an ever-changing world and to be responsible, productive members of a local and global community.

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY

An “educated person” in the 21st century is one who can think critically, utilize a wide variety of resources to accomplish tasks, access available technology to its full potential, understands the link between physical and mental health, and can contribute as socially responsible citizens to his community and world (Jackson and Davis, 2000).

HOW LEARNING BEST OCCURS

Learning best occurs in student-centered classrooms where students take responsibility for their own learning (Fisher, 2008). Woodland Hills Charter Academy's teachers will utilize block schedule and other teaching models in which increased instructional time is given to engaging students in inquiry, collaboration, and student discussion. Professional development will focus on differentiation and the development of lesson plans which increase student engagement. Learning also best occurs when it is done in a safe environment (Roberts, 1999). Students will be placed in grade level academies. These personalized learning environments will provide a network of support and encouragement to support student learning and interests.

HOW THE GOALS OF THE PROGRAM ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, AND LIFE-LONG LEARNERS

The goal at Woodland Hills Charter Academy is to create lifelong learners who maintain their interest and curiosity for learning. This is encouraged and promoted by affording students the opportunities to be active participants in learning through an innovative and rigorous curriculum which is accessible and attainable by all students. Goals related to this concept include, but are not limited to:

- o Success period to provide intervention and enrichment during the school day for all students.
- o Woodland Hills Charter Academy's students will be enrolled in grade level academies, these personalized learning environments will provide a network of support and encouragement to support student learning which address their personal interests and curiosities.
- o Assuring that students have learning experiences beyond classroom instruction through exposure to guest speakers, field trips, service learning experiences, and access to extensive enrichment through electives and school clubs.
- o Providing supplemental materials that expand on resources provided by the basic curriculum in order to make the core curriculum more relevant and engaging.

DESCRIBE A TYPICAL DAY (Narrative)

On a typical day at Woodland Hills Charter Academy student will start their day with Success period during which he or she will receive enrichment or intervention, depending on his/her needs, followed by core and elective classes. Intervention may be in math or Language Arts, as determined by his/her core teachers. If intervention is not needed, the student may receive enrichment such as a course in art, drama, journalism or body awareness. During Success, he/she may also have a conference with his/her teacher about his/her academic goals for the school year. The students' teachers will work together to develop common practices such as the use of Cornell notes and other instructional strategies. In each of their core classes, students will be engaged in student-centered lesson including: direct instruction, cooperative learning, project-based learning, simulations, hands-on-learning/integrated technology, often using interactive notebooks. For example: seventh grade English students may write an essay comparing and contrasting the modern AIDS epidemic and the Black Plague's effects on society while studying Medieval Europe in history class, world-wide pandemics in science, and analyzing the data in their math class. Their final assignment would be to create a multi-media presentation in which they must synthesize information obtained

through all four disciplines. All four core academic teachers will evaluate the students' final product and assign an academic grade. Their academic assessments will be both formative and summative and developed in alignment with the California state standards and framework.

During lunch students may participate in clubs such as the French club, the Rotary club, Gay Straight Alliance, knitting with jazz, Christian club, anime, game club and others, receive tutoring in mathematics, science, history or language arts, or play on the athletic fields. Before and after school athletic programs will be provided so that students can interact socially in an athletic environment.

DESCRIPTION OF INSTRUCTIONAL PROGRAM AND CURRICULUM

Instructional Framework, Delineation of the Core Subjects, and Innovative Components:

Woodland Hills Academy's instructional framework focuses on the whole child with programs that enhance their strengths and build on areas for improvement. Instruction is devoted to academic rigor, use of data to drive instruction, and personalized learning environments. Teacher reference, assessments, academic performance, and parent or student referral place students in the proper academic setting to address their diverse needs. Students are placed in SAS/honors, regular or sheltered classes for each of their academic content areas. Students with disabilities are supported in their academics through resource assistance, collaborative co-taught classes, and Special Day classes. In addition to a rigorous academic program, Woodland Hills Charter Academy has a strong elective department that includes exploring art, graphic arts, film appreciation, drama, Our Global World, Environmental Science, Zoology, journalism, yearbook, service, Building a World of Tolerance, yoga, body movement awareness, hockey, study hall, Spanish 1, AVID, tutoring, computer keyboarding, EXCEL, powerpoint, and an award winning music department which offers chorus, concert band, and string orchestra. Sixth grade students will have the option to rotate through classes for ten weeks each which exposes them to a variety of specialized interests such as cooking, current events, creative writing, film, yoga or as an alternative to the elective wheel beginning winds or beginning strings. Rounding out the instructional framework is a Physical Education program that strives to promote life-long physical fitness and the relationship between a healthy mind and a healthy body.

Woodland Hills Charter Academy will implement grade level academies in the fall of 2013 which will enable us to provide individualized, students centered, instructional opportunities for all students in a personalized learning environment. During our first year as a charter, the academies will work together to further refine their purpose, common practices within the grade levels, and goals. The success of the academies will be measured by teacher reflection within grade levels on a quarterly basis, annual parent and student experience surveys, periodic assessments, and standardized test

scores. Data will be evaluated on an ongoing basis to develop action steps if data indicates change is required.

Grade level academies will be utilized to provide personalized learning environments in which teachers work together by grade level and departments to develop interdisciplinary lessons and units which are relevant to our students, with a focus on real-life applications. Team members will also work together to provide tier one interventions for both academics and behavior.

Teaching Methodologies:

With an understanding and current professional development of Common Core Standards, Woodland Hills Charter Academy teachers will use varied instructional practices, including differentiation and response to intervention to address the needs of all students as per Gardner. Methodologies include, but are not limited to: close reading, academic vocabulary instruction, scaffolded instruction, extension, SDAIE, critical thinking, questioning, and more.

- Projects to address multiple intelligences: Teachers will provide students with project choices that address multiple learning styles such as oral presentations, technology based presentations, readers theater, dramatic presentations, written projects, and nonlinguistic representations.
- Project-based learning: Students work in groups to solve a real-world problem or challenge and prepare a presentation within the parameters set by the teacher or academy.
- Collaborative learning: Students are provided the opportunity to work together to complete specific tasks such as solve problems, discover information, and complete projects. Students are asked to apply what they have learned during guided instruction.
- Inquiry-based learning: Students are challenged with higher level questions to encourage critical thinking, participation in class discussion, and collaborative learning.
- Experimentation: students develop and test hypotheses.
- Cross-curricular instruction: Teachers work together or alone to prepare lessons and projects that are interdisciplinary.
- Authentic assessment: Teachers evaluate students' abilities in 'real-world' contexts. Students learn how to apply their skills to authentic tasks and projects. The focus is on students' analytical skills; ability to integrate what they learn; creativity; ability to work collaboratively; and written and oral expression skills.

Data driven professional development and continuous improvement sessions will be implemented to support teaching strategies and methodologies to target deficiencies.

Scope and Sequence and Different Subjects the School Plans to Teach:

reading comprehension, drawing inferences, critical thinking, problem solving, communication, social development, emotional well-being, deductive reasoning, skill application, inductive reasoning, cooperative learning, quantitative and qualitative analysis, and the use of appropriate technology. Beginning in the spring 2013, Woodland Hills Charter Academy teachers participated in professional development on the Common Core State Standards to prepare for the transition and develop lesson plans which teach all of the new skills that the Common Core State Standards and the Smarter Balance assessments will require. The following courses are required at Woodland Hills Charter Academy to address and meet the scope and sequence of skills taught across the grade levels and the different subjects the school teaches.

See Attachment #4 Courses.

How the Curriculum Addresses California Content Standards:

Common Core:

Charter School assures that the school will transition to and implement the Common Core State Standards and Smarter Balanced Assessments according to LAUSD established timelines.

How the Teaching Methodologies and Instructional Program Address the Needs of the Targeted Student Population:

The teachers of Woodland Hills Charter Academy as well as the Leadership Council will use current research and student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade level. Standard methodologies include:

- Academic Rigor—Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.
- Clear Expectations—Teachers clearly define and articulate state standards in student-friendly language to ensure academic goals are attained.
- Collaborative Groupings—Teachers create small groups in order for students to interact with their peers. Students share their thinking processes to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork.
- Criteria Charts/Rubrics—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.
- Direct Instruction—Teachers use carefully planned direct instruction to teach standards-based lessons.
- Guided & Independent Practice—Teachers provide students with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught.
- Small Group Instruction—Teachers create small groups to target students who need extra instructional time as well as preview and review.
- Differentiated Instruction—Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding state standards.
- Higher-level Thinking—Teachers design lessons that develop critical thinking skills, which help to solve complex problems with depth and complexity. Students are encouraged to utilize the highest stages of Bloom’s Taxonomy such as synthesis, analysis, and evaluation and Costa’s highest levels including: generalize, imagine, judge, predict and speculate.
- If/Then Hypothesize Forecast—Students use Kaplan gifted strategies to explore curriculum using depth and complexity prompts. Teachers can tailor the curriculum to challenge students based on their interests and abilities.
- Integration of the Arts—Teachers use drama, dance, music and visual arts to enhance their students’ thinking and learning experiences.

- Experiential Learning—Students learn by doing. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students process, analyzes, and conceptualize the experience.

Researched-Based Evidence that the Proposed Instructional Program has been Successful with Similar Student Populations and/or will be Successful with the Charter’s Targeted Population:

Substantial research has been done by educators such as Robert Marzano, Douglas Fisher, Kate Kinsella, and Richard DuFour that demonstrates the proposed instructional program for Woodland Hills Charter Academy will be successful with our targeted population. We believe that the strategies supported by this research will improve the achievement of our at-risk students and address the needs of our high achieving students as we work with all students to reach their full potential. DuFour’s work on Professional Learning Communities is the basis for our development of grade level academies.

Robert Marzano’s book, Classroom Instruction that Works, describes several strategies that will produce significant student gains when implemented correctly. He supports his assertions with highly regarded research. In particular, Woodland Hills Charter Academy will focus on collaborative learning (referred to as cooperative learning in Marzano) and strategies that are directed at higher order thinking skills such as generating and testing hypotheses, cues, or questions, finding similarities and differences, and Cornell note taking.

Douglas Fisher’s gradual release of responsibility model in which teachers shift the focus of their instruction from teacher-centered to student-centered is the basis for our focus on project-based learning and performance assessment. Like Marzano, Fisher’s model also includes a focus on collaborative learning, cues and questions.

Finally, Dr. Kate Kinsella's, nationally recognized reading expert, intensive intervention program work on addressing academic language and literacy development in linguistically and culturally diverse classrooms. Each teacher that an English Language Learner or a struggling reader encounters must be prepared to teach vocabulary in a way that is viable, engages the student in the instruction, and gets him or her to use the vocabulary. We will look at the big picture of comprehensive strategies for helping protracted English Language Learners and struggling readers build academic vocabulary.

With a focus on best practices in regards to the instructional program, Woodland Hills Charter Academy has increased the API from 698 in 2006-2007 to 784 in 2011-12, a total of 86 points API growth over the past five years. That is one piece of evidence of our proven successful and rigorous instructional program.

See attachment 5 API.

The Textbooks or Other Instructional Resources to be used:

Woodland Hills Charter Academy shall exercise the right to select the state adopted textbooks and instructional materials that will be utilized at the school site, as well as whether district periodic assessments or assessments created or selected by the school site will be used.

Departments, working with the school Leadership Council, will decide which periodic assessments and instructional materials are most suitable for Woodland Hills Charter Academy, target student populations, and make recommendations to the Expanded School Based Management Model Leadership Council (hereafter referred to as the ESBMMLC). The Woodland Hills Charter Academy will make all final decisions regarding the choice of instructional material, including textbooks. All assessments and curricular materials will be aligned with California State Standards and Common Core State Standards.

See attachment #6 Textbooks and Materials

How the School will Recruit Teachers who are Qualified to Deliver the Proposed Instructional Program:

Teacher Recruitment and Woodland Hills Charter Academy Hiring Guidelines:

- Full-time classroom teaching positions will be filled by highly qualified certificated employees, as identified by the No Child Left Behind legislation (NCLB), holding California teaching credentials. Teachers will be recruited, selected and qualified in accordance with District and Personnel Commission's Policy and Procedures and the provision of the ESBMM agreement between LAUSD and UTLA.
- All teaching staff members will be chosen in accordance with District and Personnel Commission Policy and Procedures and collective bargaining agreements and the provision of the ESBMM agreement between LAUSD and UTLA.
- More than one certificated employee may share a full-time position based upon collective bargaining agreements and District Policy and Procedures and the provision of the ESBMM agreement between LAUSD and UTLA.
- The Teacher Selection Committee will follow the provisions of the ESBMM agreement between LAUSD and UTLA.

How the School will Provide Ongoing Professional Development to Ensure that Teachers have the Skills to Deliver the Proposed Instructional Program:

The goal of professional development at Woodland Hills Charter Academy School is to address personal learning emphasizing diversity, growth, and enrichment by raising academic achievement through data-driven instruction using My Data, CORE K-12, and other assessments. Woodland Hills Charter Academy has set a goal to increase the number of students who are proficient and advanced in ELA by 16% and in mathematics by 15% during the 2013-2014 school year. Professional Development will be an on-going component and an effective tool used to address 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 that are then forwarded to the ESBMMLC for formalization of appropriate training and products. Woodland Hills Charter Academy will participate in both site level and district professional development activities.

In order to achieve this school-wide goal, all Fridays will be dedicated to PD/CPT. The 90 minute group sessions will involve the following:

- PD/CPT demonstrating instructional methodologies and research-based strategies for improving pedagogy. Trainings relating to rigor, motivation, My Data, Personalized Learning Environments (academies), instructional technology, data analysis, rubrics, and assessments will be implemented to create a more effective team of educators in our educational program (Sepanlou, 2008).
- PD/CPT relating to brain-based research, SDAIE methods, reciprocal teaching, cooperative learning, project-based learning, instructional teams, and data-based instructional strategies.
- Collaborative grade level academy meetings.
- Department Instructional meetings
- SAS/GATE teachers will meet to address the needs of gifted students.
- Special Education teachers will collaborate with departments to address Special Education issues.
- Provide access to outside facilitators/presentations to the faculty/staff .
- Collaboration with neighboring schools.
- Teachers are encouraged to attend educationally relevant conferences, seminars, and workshops throughout the year.
- Address guidelines and LAUSD homework policies with intent to modify for our student population
- Collaborate to lower the number of students who are not meeting the district's culmination standards ("Non-Par").
- Woodland Hills Charter Academy will participate in P.D. provided by the district in accordance with the affiliated bulletin.

The School's Academic Calendar and Sample Daily Schedule (which explains the rationale for allocation of instructional time to different subject matter areas, as well as

an assurance that the school will offer, at minimum, the number of minutes of instruction set forth in Education Code § 47612.5):

- School calendar: Woodland Hills Charter Academy will adhere to the traditional calendar as set forth by LAUSD (see attachment A). We will have a total of 350 minutes on Monday, Tuesday, Wednesday, and Thursday. We will have a total of 280 minutes on Friday and 220 minutes on minimum days. Woodland Hills Charter Academy assures that the school will offer, at minimum, the number of minutes of instruction set forth in Education Code S47612.5.
- Woodland Hills Charter Academy will reconfigure dismissal times through a District waiver to combine Fridays.
- With the bell schedule listed below, all courses – history, language arts, mathematics, science, physical education, and electives, are offered during periods one through six for seventh and eighth graders. Sixth graders will take their core academics periods one through four.
- Woodland Hills Charter Academy, for the past two years, has employed a block period schedule for all students.

Please refer to Attachment #2 WHCA Bell Schedule.

Total Daily Minutes: 350 Monday thru Thursday, 280 Fridays, 220 Minimum Days

Total Annual Minutes: 62,280

HOW THE INSTRUCTIONAL PROGRAM WILL MEET THE NEEDS OF SUBGROUPS

Transitional Kindergarten (for elementary only):

Affiliated charter school will implement Transitional Kindergarten (TK) in accordance with District Policy.

N/A

English Learners (including reclassification):

As a District affiliated charter school, the Charter School shall implement the provisions of the District's Master Plan for English Learners and comply with all applicable federal and state laws, District policies and procedures related to the implementation of the English Learner Master Plan.

- As a District affiliated Woodland Hills Charter Academy, Woodland Hills Charter Academy shall comply with all applicable laws (federal and state), policies and procedures set forth in the District's New English Learner Master Plan, as it may be changed from time to time, including but not limited to English Learner (EL) identification, parent notifications, assessments, progress monitoring, and reclassification.
- Students in ESL are placed into a block schedule to maximize their time to acquire the English language using the High Point curriculum or other resources which has been adopted by the district. Students placed in PRP sheltered English classes and sheltered academic classes are taught by teachers who have been trained and authorized to teach English Learners using SDAIE techniques and state-adopted texts. A bilingual Teacher Assistant provides primary language support for beginning ESL students.
- Ongoing professional development on SDAIE lesson design and other research-based strategies will be provided to ensure that EL students are accessing the curricula.
- Newly reclassified students are provided support as needed.
- PRP and RFEP students not proficient in ELA are scheduled into tier two intervention in Language Arts in order to meet their needs.
- After school intervention will be provided to EL and RFEP students not making adequate yearly progress by offering additional support in ELA and math.
- Students identified as English Learners are monitored periodically by the Categorical Program Advisor and counselors to ensure that they are making adequate yearly progress toward reclassification and

achievement. Monitoring takes place at the beginning of the year, after progress and final report cards, after CELDT reports, and at the end of the year. If students are progressing one ELD level per semester and/or are not meeting requirements for reclassification, conferences are made with parents, teachers, and counselors to make referrals or recommendations for further support, including after school High Point tutoring and LAT/SST.

- For the first two years after reclassification, the Categorical Program Advisor and counselors annually monitor the RFEP students to ensure that they are continuing to make adequate yearly progress toward proficiency and advanced in both ELA and Math on their CSTs as well as being successful in all their academic classes. Letters are sent home notifying parents if the students are not making adequate yearly progress. Additional support and intervention are recommended for students who are not making adequate progress, including recommendations for after school tutoring, referral for an LAT/SST, and placement for tier two intervention.
- The Success period will provide PRP students with English Language Skills or (ELS) courses. ELS courses are English Language Development (ELD) academic support courses for Secondary English learners (ELs) in the Preparation for Reclassification Program (PRP). These courses are offered to PRP students who are in need of additional ELD above and beyond the ELD provided in their English/Language Arts class (ELA).

Woodland Hills Charter Academy shall comply with all applicable laws (federal and state), policies and procedures set forth in the District's English Learner Master Plan, as it may be changed from time to time, including but not limited to English Learner (EL) identification, parent notification, assessment, progress monitoring, and reclassification.

Socioeconomically Disadvantaged Students:

Students are identified as socio-economically disadvantaged based on whether they qualify for free or reduced-priced lunches through the federally-funded School Lunch Program. The needs of the socio-economically disadvantaged students will be monitored by the counselors and met by the following programs:

- Parenting seminars provide education for parents on how to support their students' education and college readiness.

- AVID supports underrepresented minorities and low-income students so that they can access rigorous curriculum and succeed in A-G coursework to prepare for college entrance.
- High-interest student generated lunch time clubs will be provided for all students. Clubs currently include the French Club, Bible Club, Gay Straight Alliance, Jazz, Hockey, and Knitting. Late buses will be provided for students who are in our traveling programs so that they can participate in clubs and after school tutoring
- The SUCCESS period will provide students with a variety of enrichment opportunities that cannot always be provided in the regular classroom setting including multicultural education, art education and speech and debate.
- Students will be provided field trips to the theatre, museums, aquariums and local beaches for units on conservation and marine biology.
- Access to all extracurricular programs will be provided without financial constraints.
- College Awareness and Career Readiness programs will be provided to all students. Low income students will be able to take the EXPLORE for free. An outreach will be made to encourage the participation of Socio-economically disadvantaged students.

Gifted Students:

Charter School will continue to use LAUSD's GATE identification process and policy and reimburse the District for testing and processing on a fee-for-service basis.

Woodland Hills Charter Academy has a significant identified GATE population. Students who are identified gifted are placed in honors classes in order to provide them with a curriculum that has complexity, novelty and depth. Teachers utilize the depth and complexity icons developed by Dr. Sandra Kaplan. Teachers challenge students with more complex thinking and responses incorporating a resource rich environment (Kingore, 2004)

Because gifted students often come into a class with a great deal of prior knowledge of the content and because they also do not need as many repetitions to learn new information, teachers are able to "compact" the curriculum, which then allows time for more challenging learning experiences (Reis, 1992). Instructional units are characterized by the inclusion of long term projects, advanced resources, and student selected products which encourage novelty and creativity. Students have access to

higher level mathematics courses to allow them access to a more rigorous math curriculum.

All GATE teachers participate in ongoing training and professional development on the socio-emotional and academic needs of gifted students. A mentoring program for underachieving GATE students has been established by matching a teacher with a struggling GATE student.

Woodland Hills Charter Academy constantly challenges its gifted students with a rigorous academic program where differentiation is at the core of all learning. Our teachers have high expectations for all gifted students and the students strive not only to meet those expectations, but to exceed them. Gifted students are expected to go deeper into content areas, meeting and then exceeding the core standards by becoming grade level “experts” as they engage in long-term learning. At the end of every academic year, we use the district GATE evaluations to determine the upcoming year’s GATE goals.

Woodland Hills Charter Academy will continue to use LAUSD’s GATE identification process and policy and reimburse the District for testing and processing on a fee-for-service basis. If we determine to use the District’s GATE identification process and policy and allow Woodland Hills Charter Academy student participation in the Saturday Conservatory of Fine Arts, we will reimburse on a Fee for Service.

Students Achieving Below Grade Level:

Woodland Hills Charter Academy will address the instructional needs of students who are working below grade level by placing them in the appropriate Language Arts or Mathematics intervention programs.

Utilizing the District criteria, students who score in the intensive range on District placement tools will be placed in tier three intervention for Language Arts. Woodland Hills Academy currently uses Developing Readers and Writers Program, Read 180 and Accelerated Reader for English Language Arts.

Students who are working below grade level in language arts but who don’t meet the criteria for tier three and those who are below low grade level in math, will have access to tier two intervention. These students are placed in a reading class or mathematics support class in place of a traditional elective. Students will be placed in these intervention classes based on their CST scores and academic grades from the previous

school year. At the conclusion of the first semester, the intervention team which consists of the intervention teachers, counselors, bilingual coordinator and the leaders of the English and Math departments, will consult and determine which students will remain in the class for the second semester using grades and diagnostic test results..

The curriculums for the 7th and 8th math intervention are Aleks and Measuring Up. The curriculums for the 6th grade math intervention are Accelerated Math and Measuring Up. The curriculum for all grade levels of language arts are Renaissance Learning's Successful Reader and Accelerated Reader programs as well as teacher created, research based intervention.

The counselors, bilingual coordinator, and the leaders of the English and Math departments will consult every ten weeks with the intervention teachers to monitor progress, evaluate the program and develop actions steps as needed.

For those students who are not placed in tier two intervention, CST data, progress reports, and periodic assessment data will be used to place students in after school tutoring. Additionally, academic teams working in concert with the counseling staff will develop individualized interventions for struggling students including the use of Student Success Teams, use of the daily agenda planners, weekly progress reports, and intervention during Success period.

Students with Disabilities (include the school’s outreach efforts to recruit students with disabilities; address who will deliver special education instruction):

The District shall continue to serve the needs of special education students enrolled in the affiliated charter school 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. The affiliated charter school will follow the guidelines, policies, and procedures set forth in the Special Education Policy and Procedures Manual.

Charter School Special Education Responsibilities

a. General Requirements

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

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 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 other school districts, District-operated schools or District affiliated charters; the District will provide those related services by the students’ enrollment regardless of the types of service provider (i.e. school-based, NPA or private). Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with state and federal law if there is a change in supports and services set forth in the transfer student’s IEP.

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

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

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 nondisabled peers.

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

g. Student Discipline/Inclusion

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

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The current District-wide average percentage of students with disabilities is 10-13%. The Charter School's outreach efforts should be geared toward aligning with the District-wide average. The Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will provide the Charter with MCD reports indicating range of services and number of students served at individual Charter Schools.

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).

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.

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.

District Responsibilities Relating to Charter School Special Education Program

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

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

*Modified Consent Decree Requirements

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

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from Charter Schools that are not connected to the District’s current Student

Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

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

The MCD requires charter schools to implement the District’s Integrated Student Information System (“ISIS”). ISIS is a suite of applications designed to capture all District student data and includes the Welligent IEP Management Systems, EESIS, SIS and LAUSDMAX..

Description of the Implementation Plan for the School’s Instructional Program
(including a timeline for implementation of various components of the plan):

Woodland Hills Charter Academy began implementation of its instructional program during the spring 2013 semester utilizing professional development to build grade level academies, expand project-based learning, and enhance interdisciplinary teaming. Additionally, professional development and common planning time is allocated for faculty to work in their academic teams to engage in unit development and cross curricular projects.

HIGH SCHOOLS ONLY: (describe the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. (Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Include a timeline for WASC accreditation.)

N/A

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)

LAUSD’s Program Improvement Plan specifically outlines that the schools will implement Periodic Assessments at least three times per year. Implementation of assessment at all schools must meet or exceed the District standard for implementing Periodic Assessments.

Schools that implement alternate or replacement formative/periodic assessments will be asked to provide the following information in their charter petition.

1. Replacement assessments are standards aligned, valid, reliable, and cover the content.
2. A process is in place for data collection, sharing, and analysis
 - a. A data platform is in place for teachers, counselors, and administrators to use.
 - b. A system is established to score, print, produce, and share results.
 - c. Formative assessments are implemented at least three times per year in the specified course or content area.
3. Professional development is provided to staff on the formative assessment process.
4. Evidence of implementation is available and ready for use during Performance Dialogues with Instructional Directors.
5. Evidence that processes are in place to determine effectiveness of the replacement assessments (i.e. student participation, teacher buy-in, correlation to summative assessments, etc.) What is the evidence of successful implementation?

Schools that are granted assessment autonomy will be responsible for all costs related to implementation.

The Charter School will work toward meeting the student outcome goals as outlined on the LAUSD’s Performance Meter.

Anticipated Skills and Knowledge Outcomes for Students:

The goal for Woodland Hills Charter students is the mastery of the California State Standards as measured by the CST, Periodic Assessments, and other assessments. An

additional goal for our EL students is to meet their AMAO and reclassification goals through CELDT and CST. In addition to the mastery of the California State Standards, Woodland Hills Charter Academy students are expected to become critical thinkers and effective communicators, as well as socially responsible citizens who contribute to the society and world.

Desired Skills and Knowledge:

1. Language Arts: Students will be able to read, write, listen and speak effectively. Students will be able to incorporate the language of the discipline and give concrete examples when writing and speaking. Furthermore, they will actively read and listen, and be able to locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations. By the conclusion of their eighth grade year, students will be able to identify and analyze narrative, expository, and persuasive writing as well as write essays in each genre. Students will be able to recognize point of view and support assertions with evidence from literary text. Students will be able to engage in the research process and write a research paper. Finally, students will learn to access and use visual and digital media.

2. Mathematics: Students will understand and apply processes and proficiencies of problem solving, reasoning and proof, communication, representative and connections. Students will make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.

3. Science: Students will acquire proficiency in the fundamental concepts and terms of Earth Science, Life Science, and Physical Science. Students will utilize the scientific method through completing science projects, cooperative learning, engaging in hands-on experiments that encourage critical thinking, and inquiry into scientific concepts.

4. History and Social Studies: Students in the 6th and 7th grade demonstrate an understanding of the development of ancient civilizations and the Medieval world, while the founding and development of an American constitutional democracy in the United States is developed and mastered in 8th grade. Written, oral, and analytical skills will be emphasized. Students will acquire an understanding of the origins of western civilization and modern democracy. Students will also demonstrate an understanding of culture, diversity and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

:

Specific, Measurable and Realistic Student Achievement Targets for the Anticipated Student Population: (API scores, AYP AMOs, CST scores, CAHSEE scores (if applicable), Graduation Rates (if applicable), Internal Benchmark Assessments, etc.)

Woodland Hills Charter Academy will measure student achievement through the use of the Academic Performance Index, Adequate Yearly Progress Measures, CST scores for subgroups, and data from Periodic Assessments (district or school site generated), and data generated through the review of academic grades, including work habits and cooperation marks.

- o Our API for 2012 was 784. Our three-year goal is to reach 800. Our annual goal is to improve a minimum of 5.5 points.
- o In 2011, we met 32 out of 37 AYP criteria. Our goal, at minimum, is to increase the number of students who are Proficient and Advanced by 10% in ELA and Math for the following subgroups: English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Hispanic/Latino, and African-American students.
- o In 2011, the reclassification rate for our EL students was 36%. Our annual goal is to increase this rate by 4%.

When and How Often Student Outcomes will be Assessed (including innovative components and any additional specific, measurable student outcomes that the school will set for the students, and explain how these outcomes are consistent with the school's proposed instructional program.

Woodland Hills Charter Academy shall determine the development, implementation or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. Woodland Hills Charter Academy 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.

Periodic Assessments will be administered according to the district calendar. The number of assessments varies by subject area. Departments will meet a minimum of three times a year to analyze periodic assessment data and engage in instructional planning, intervention design, and assess student placement in tier two interventions.

Annually, the Woodland Hills Charter Academy faculty will engage in the analysis of the standardized data in order to establish instructional priorities and engage in planning for the current school year. Prior year data will be evaluated to determine the effectiveness of instructional practices as well as to determine the academic needs of the current students. Additionally, prior year standardized data and academic marks will be analyzed and used in concert with other measures such as the MAZE test to determine student placement in math and English intervention courses.

The Woodland Hills Charter Academy administrative team will be responsible for making the data from assessments available in a format that is accessible for teachers to analyze. They will accomplish this by providing training and supervision of coordinators, department chairs and teachers in the process of obtaining the data through the Core K-12 and My Data websites. The administrator will monitor the collection of data and if necessary assist in the process of disseminating the data. They will regularly meet with their department chairs and coordinators to develop agendas for professional development for the purpose of analyzing the data and be active participants in reviewing and analyzing the data during department meetings. The administrative team will be responsible for ensuring that any actions plan steps developed are implemented.

Element 3 – Method by Which Student Outcomes will be Measured

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

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, the Charter School will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

Methods of Assessing Attainment of Student Outcomes and How These Assessment Measures are Consistent with the School’s Proposed Instructional Program and Use a Variety of Assessment Tools:

Element 3: Method by Which Student Outcomes Will Be Measured

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

Academic achievement outcomes to be measured will focus on the students’ development of basic skills and conceptual understanding in the four academic content areas of English, Mathematics, Science and History. Outcomes in alignment with the California Academic Content Standards and Common Core State Standards where applicable will include skill acquisition in reading, writing, speaking, listening, quantitative analysis, reasoning and problem solving.

Woodland Hills Charter Academy will use formative assessments to evaluate student mastery of the California Standards on an ongoing basis. NCLB teachers will utilize a variety of assessment tools including the following:

- o STAR Reading diagnostic tests which provide teachers with baseline data and the ability to evaluate their students’ areas of weakness and track their improvement.
- o Department designed assessments and rubrics and/or progress monitoring quizzes developed in CORE-K12
- o teacher created assessments
- o periodic assessments
- o standardized test scores
- o progress reports

Woodland Hills Charter Academy may opt to use periodic assessments of its own design. These assessments will be administered in alignment with the District’s assessment calendar and the data will be analyzed promptly to facilitate instructional planning and student placement in intervention.

Woodland Hills Charter Academy 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, Woodland Hills Charter Academy will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

Additional “in-house” Benchmark Assessments to be used by the School to Assess Student Progress on an Ongoing Basis and the Frequency the Assessments will be Administered:

Departments will develop their own benchmark assessments to monitor student progress every four to six weeks as determined by departmental needs and timelines. Department designed assessments and rubrics and/or progress monitoring quizzes developed in CORE-K12 will be used to collect and analyze student data,

How Assessment Data will be used to Inform Instruction, Improve the Educational Program, and Inform Professional Development on an Ongoing Basis:

Teachers will meet in departments, grade levels and teams during common planning time to analyze the data provided by these assessments and develop lesson plans which include tier one interventions. Teachers will share best practices and establish criteria for common assessments.

Professional development will be implemented to address instructional areas which data indicates that a more systemic approach is required or is an area of need. Instructional leaders will evaluate all standardized test data API, AYP, CST, CELDT data, and Periodic Assessment data to determine school wide goals for instructional improvements and professional development.

Element 4 – Governance

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

The [Charter School] is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over [Charter School]. 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 (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

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

[Charter School] will comply with the Brown Act and other laws governing public meetings.

Members of [Charter School’s] governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with Federal and State laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

The District reserves the right to appoint a single representative to the Charter School Governing Council.

LAUSD Charter Policy

[Charter School] will comply with District policy related to Charter Schools, including the Affiliated Charter Schools bulletin (BUL – 5439.0), as it may be changed from time to time.

Grievance Procedure for Parents and Students

As a District affiliated charter, [Charter School] shall comply with District’s Grievance Policy and Procedure for parents and students.

Responding to Inquiries:

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

If an allegation of waste, fraud, or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notifications

Notification is to be made to the Educational Service Center 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 [Charter School].

The School's Governance Structure and How it will Maintain Active and Effective Control of the School:

Woodland Hills Charter Academy is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Woodland Hills Charter Academy. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements. Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, the ESBMM agreement between UTLA and LAUSD must be adhered to by both parties.

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

School Leadership Council

The School Leadership Council will be the mechanism for Expanded School-Based Management in order to ensure that a more collaborative decision-making process will result in more effective teaching and pupil learning.

The School Leadership Council (“Council”) will function according to the provisions of the ESBMM agreement

In addition to those matters listed in the ESBMM agreement, Woodland Hills Academy intends to fully realize the goals of the State Legislature in passing Education Code Sections 44666-44669, to create a complete Expanded School-Based Management Model program that institutionalizes teacher involvement in decisions that affect their ability to teach. Therefore, through the School Leadership Council, teachers at Woodland Hills will be actively involved in all of the following procedures, as well as those discussed in further detail herein: selection of new teachers and administrators; evaluation of teacher and administrator performance; design and conduct of staff development programs and policies; organization of the school for effective instruction; determining the roles and functions of teachers, administrators and classified employees, as well as determining the need for additional teachers and classified employees; and procedures to increase authority over the allocation of fiscal resources.

The School Leadership Council will be the mechanism for Expanded School-Based Management in order to ensure that a more collaborative decision-making process will result in more effective teaching and pupil learning.

The School Leadership Council (“Council”) of the ESBMM agreement. The council will participate in shared decision- making on all of the matters provided in Article XXVII, Section 2.4 of the Agreement.

Hiring Committee

There will be a Hiring Committee appointed by the School Leadership Council which will be charged with interviewing candidates for certificated, and classified positions at Woodland Hills Academy. After interviewing such candidates, the Hiring Committee will make recommendations to the School Leadership Council for the hiring of new employees. The Hiring Committee will have seven seats and will be constituted as follows:

- The Principal and the UTLA Chapter Chair will serve as co-Chairs;
- One parent of a student at Woodland Hills Academy;
- One classified employee;
- Three teachers from the department in which the position is open

The hiring of administrative positions will follow the ESBMM agreement.

School Site Council

Woodland Hills Academy will comply with the requirements of the Education Code and the UTLA-LAUSD collective bargaining agreement and will operate according to state and federal laws and District guidelines pertaining to all Categorical Councils. The

School Leadership Council will review and advise the School Site Council in the development and approval of the Single Plan for Student Achievement.

Conflicts of Interest

Members of the School Site Council and School Leadership Council will perform their duties in an impartial manner, free from bias caused by their own financial interests. They will be guided by public interest (that directly affects the operation of the school), rather than personal interest, when dealing with contracts in an official capacity.

Hiring

All collective bargaining contracts are in full force. The School Leadership Council will have full control over the hiring, although not the discipline and/or firing of administrative, classified, and certificated employees. Consistent with this authority, the Council will also be the body that determines whether there is a need for additional teachers and/or classified employees at Woodland Hills Academy. The School Leadership Council will closely monitor its resources in determining which positions to hire for and what other human resources are required at the school site.

This provision, and all other provisions of this proposal, will be implemented consistent with applicable laws and the terms of existing and future collective bargaining agreements covering employees in all bargaining units within the LAUSD.

Professional Development

The School Leadership Council will also have control over professional development. Woodland Hills Academy envisions a professional development system that is refocused and redesigned to address the specific needs of a staff committed to the implementation and assessment of an instructional program that is standards-based, academically rigorous, research-based and uniformly available to all students. Daily Common Planning Time, Professional Development Days and pupil-free days throughout the school year will be devoted exclusively to professional growth activities.

In this program, teams of teachers, administrators and out-of-classroom personnel will meet regularly, both within and across disciplines, to research and discuss best practices; design benchmark and core assignments for every grade level, content area, and where applicable, interdisciplinary teams; examine student work; and analyze assessment data to modify instruction. Individuals and teams of teachers from every department will regularly be sent to conferences, workshops, and demonstration sites to participate in gathering information on innovative strategies for improving student mastery of skills and content. These teachers will share their findings during professional development days with their departments and/or interdisciplinary groups. All staff will meet regularly to examine student work, analyze the effectiveness of the benchmark and core assignments, and redesign activities and curriculum in response to the assessment data.

Frequency of Governing Board Meetings:

Two one hour meetings per month.

The Process for Selecting Governing Board Members:

The Principal and UTLA Chapter Chair will co-chair the Leadership Council as per the ESBMM agreement and the process for selecting governing board members will follow the provisions of the ESBMM agreement.

The Manner of Posting Meeting Notices, Distributing Agendas, and Recording Governing Board Actions:

An agenda shall be prepared by the co-chairs of the Council and distributed at least five working days prior to each council meetings. Agenda items and supporting documents may be submitted by any committee member, at least 24 hours prior to preparation of the agenda. Leadership council meeting notices, agenda and minutes will be kept in accordance with LAUSD guidelines an the UTLA contract.

Organizational Chart Showing the Relationship of the Governing Board to the Leadership of the School as well as any Relevant Site Committees, etc.:

See attachment #7 Organization Chart

The Process to be followed by the School for Ensuring Parental Involvement:

Woodland Hills Charter Academy believes that parents must be informed and included in all aspects of their children's educational lives by providing them with ongoing, frequent, and sustainable communication with the school staff. This is the first step to creating a culture where parents feel invited into the school community and part of their child's educational journey from middle school to college and career, and beyond.

In order to ensure parent involvement we will provide parents with timely, relevant, and easily accesible information about all programs being offered at Woodland Hills Charter Academy in both English and Spanish. Both the Counseling Office and the Attendance office will be available to provide parents with information about their child and resources available to assist parents. Woodland Hills Charter Academy will incorporate strategies for engaging parents more meaningfully in their children's education including parent visits, opportunities for volunteering, participants in end-of-unit project showcases, parent conferences and utilizing the expertise of parents in various contexts. Parents will be provided with information about the California State

Framework, the Common Core State Standards, curriculum, assessments used to measure student progress, as well as the proficiency levels students are expected to meet. Each fall semester all parents will receive a copy of the District-wide Parent Involvement Policy. Every week in a Thursday envelope, important information is sent home in parent friendly terms.

Parent workshops will be offered and include topics such as articulation, student test-taking skills, understanding standardized test scores, and adolescent issues. We will also offer a variety of classes for parents, such as computer classes. The Woodland Hills Charter Academy Parent Center offers a lending library, on a variety of subjects, computers, parent education workshops and it will be open every day for parent's use. The center is equipped with three computers connected to the Internet and also with printers for parent's use. In addition, workshops on accessing Jupiter Grades, our homework/grade reporting system, are available on an ongoing basis. Parents also have access to the school website, the California State Standards framework, the common core standards, CoreK12 and other resources in the parent center. Training and materials will also be provided in literacy, math and technology and other areas.

Woodland Hills Charter Academy will constantly review our plans to strengthen our faculty/staff/parent relationships by educating the staff on how to reach, communicate and work with our parents side by side as equal partners. Many of our parents currently volunteer to work with our staff in many areas. We will involve parents from all academic groups, including those with standard English, limited English proficiency, parents of students with disabilities, and GATE parents. We will provide all parents the opportunity to fully participate in school sponsored activities by using translation at all our meetings and workshops, as well as all written and verbal communication sent home. Our parent population is rich in cultural diversity. We want to expand upon the established communication base to ensure the needs of our parental groups are met.

The automated Connect Ed phone messages will be sent home weekly in English and Spanish regarding school information and upcoming events. Teachers will contact parents on a regular basis through Jupiter grades, notes, and/or phone contact to ensure parent involvement in student success, and have conference periods available to meet with parents.

Research shows (Gordon & Louis, 2009) that parental involvement and high expectations (Jeynes, 2003; Fan, 2001; Feuerstein, 2000) in the students educational experience benefit in the following ways:

- Higher grades and test scores;
- Better attitudes and behavior;
- Better school attendance;
- More homework completed;
- Less chance of placement in special education;
- Greater likelihood of graduating from high school; and
- Better chance of enrolling in postsecondary education.

Element 5 – Employee Qualifications

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

[Charter School] believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

Personnel

[Charter School] 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.

Staff Selection

Principal selection is the purview of the Superintendent.

[Affiliated Charter School] is subject to District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments.

Certificated Personnel

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Charter School 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 Charter School 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, [Charter

School] 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 [Charter School], 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, [Charter School] will have autonomy in assigning positions to specific working basis.

Professional Development

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

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)

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

The [Charter School], its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

As an affiliated charter school, in order to guarantee the health and safety of pupils and staff, [Charter School] will ensure that all employees follow the procedures of LAUSD Human Resources Department concerning, 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.

[Charter School] will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes [Charter School] shall comply with District policy related to reporting suspected child abuse or neglect as mandated by District guidelines, federal and state law, and local agencies. In addition, Affiliated Charter school shall comply with LAUSD policy on Employee-to-Student Sexual Abuse and Related Investigation and Notification (BUL 5736.0) in reporting sexual misconduct allegations by certificated employees within 72 hours to parents and guardians of students in the school. Affiliated Charter school shall also comply with any other policy as established by the District with regards to reporting of child abuse and notification to parents and guardians related to classified employees.

See attachment #8 School Uniform Policy.

Insurance:

Coverage shall be provided to the affiliated [Charter School] 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 [Charter School] 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.

Element 7 – 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)

Court-ordered Integration

The Charter School shall continue to 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. Upon request by the District, the Charter School will provide a written plan outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30 or 60:40 ratio. [Charter School] shall be responsible for following the requirements of the Crawford de-segregation 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.

The District and [charter school] are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement (PI).

Federal Compliance

As part of Los Angeles Unified School District which is a recipient of federal funds, [Charter School] has agreed to meet all of the programmatic, fiscal and other regulatory requirements of The Elementary and Secondary Education Act.

Element 8 – Admission Requirements

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

McKinney-Vento Homeless Assistance Act

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

For Affiliated Charters without SAS Programs:

State here whether this applies to your school or does not apply.

No, we do have an SAS program.

[Affiliated charter school] shall admit all students who wish to apply. (Education Code section 47605(d)(2)(A)). However, as a conversion charter school, [Affiliated Charter School] must admit students who reside in the attendance boundary of the school as established by the District hereafter referred to as “resident students”. (Education Code section 47605(d)(1)). Students cannot be required to attend a charter school. (Education Code section 47605(f)). If (Affiliated Charter School) reaches its school-wide operational capacity, a public random drawing/lottery will be conducted. Resident students shall have preference so as to be exempt from the lottery. Currently enrolled students (regardless of residence) shall also have preference so as to be exempt from the lottery.

The lottery shall provide preference for students residing in LAUSD boundaries, but not residing within the attendance area of the charter school.

Students not selected through the lottery process will be waitlisted until a seat becomes available. This waitlist is effective for one year.

In the event that [Affiliated Charter School] reaches capacity and is unable to enroll incoming students who reside in the attendance boundary of the school, affiliated charter schools will consult and coordinate with its Education Service Center administration to identify the appropriate receiver school(s).

If [Affiliated Charter School] determines that fraudulent address information was used to establish resident status in the attendance area, the student may be withdrawn and the student will be referred back to his/her school of residence, in accordance with District policy.

For Affiliated Charters with SAS programs:

State here whether this applies to your school or does not apply.

Yes, we have SAS programs.

Once students are accepted in the charter school, students who qualify for the SAS (School for Advanced Studies) Program will be able to enroll in the SAS program, per program admission guidelines.

For Affiliated Charters with Magnet program:

State here whether this applies to your school or does not apply.

No we do not have a Magnet program.

Prior to [Affiliated Charter School's] conversion into an affiliated charter school, [Affiliated Charter School] had a LAUSD magnet program which had an attendance boundary for students from all over LAUSD. [Affiliated Charter School] shall continue to provide admission preference to pupils from LAUSD as determined by the magnet program and consistent with Crawford v. Board of Education court order.

Element 9 – Annual Financial Audits

District Required Language for Fiscal component will be provided at a later time and can be included in this section

Element 10 – Suspensions and Expulsions

As an affiliated charter school of the Los Angeles Unified School District, [Charter School] will follow all discipline procedures established by the District and will comply with Education Code 48900, et. seq. 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/rehabilitation plans and services as required by law.

[Charter School] 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.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities. Charter School shall also comply with the District's Discipline Foundation policy.

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's student Information system and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

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.

Special Education Students

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

Element 11 – Employee Benefits

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

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

Element 12 – Attendance Alternatives

Pupils who choose not to attend [Charter School] 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 – Rights of District Employees

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

Element 14 – Mandatory Dispute Resolution

The staff of [Charter School] 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 [Charter School], 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 [Charter School] shall be resolved by a collaborative team from the Educational Service Center and the Charter Schools Division 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 de-livered, 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 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. All Written Notifications shall be addressed as follows:

To Charter School: [Charter School]
c/o School Director

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

- 2) A written response (“Written Response”) shall be tendered to 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 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by Superintendent’s designee.

Element 15 – Exclusive Public School Employer

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

Element 16 – Charter School Closure

[Charter School] reverts back to a District traditional school in the event of a closure.

Revocation

The District may revoke the charter if [Charter School] 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 [Charter School] if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the [Charter School] in writing of the specific violation, and give the [Charter School] a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

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 either the Charter is revoked, non-renewed by the LAUSD Board of Education, or the Charter lapses. In the event of such a Closure Action, or as soon as Charter School's site-based governance informs the District of its intent to voluntarily revert to non-charter status, the following steps are to be implemented:

1. If the affiliated Charter School's site-based governance votes to revert to non-charter status the LAUSD Board of Education will hold a public meeting officially terminating the charter. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.

2. The Charter Schools Division will notify the California Department of Education that [Charter School] has terminated its charter, and the effective date.
3. Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.
4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing.
5. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.
6. Written notification to parents/guardians/caregivers of the enrolled students of the [Charter School] will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of the termination of the charter.

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

Facilities

K-12 school sites remain subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Requirements for Schools Obtaining Independent Status

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

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

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement

provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes. In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with another LAUSD user group, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

As a condition to the approval of the charter petition, [Charter School] will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities.

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 Payments or Charges to be paid to LAUSD Arising From the Facilities.**
 - (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **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 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 issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without

providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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