



LOS ANGELES UNIFIED SCHOOL DISTRICT

**ENADIA WAY TECHNOLOGY
CHARTER ELEMENTARY SCHOOL**

A DISTRICT AFFILIATED CHARTER SCHOOL

22944 Enadia Way

West Hills, CA 91307

Renewal Petition

Submitted
March 13, 2017

TERM OF PROPOSED CHARTER

JULY 1, 2017 TO JUNE 30, 2022

TABLE OF CONTENTS

Assurances, Affirmations, and Declarations	3
Element 1 – The Educational Program	5
Element 2 – Measurable Pupil Outcomes and	
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured	69
Element 4 – Governance	72
Element 5 – Employee Qualifications	76
Element 6 – Health and Safety Procedures	78
Element 7 – Means to Achieve Racial and Ethnic Balance	80
Element 8 – Admission Requirements	81
Element 9 – Annual Financial Audits	86
Element 10 – Suspension and Expulsion Procedures	87
Element 11 – Employee Retirement Systems	89
Element 12 – Public School Attendance Alternatives	90
Element 13 – Rights of District Employees	91
Element 14 – Mandatory Dispute Resolution	92
Element 15 – Charter School Closure Procedures	94
Additional Provisions	97

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Enadia Way Technology Charter Elementary School (also referred to herein as “Enadia Way”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

● The contact person for Charter School is:	<i>Heather Jeanne, Principal</i>
● The address of Charter School is:	<i>22944 Enadia Way, West Hills</i>
● The phone number for Charter School is:	<i>(818) 595-3900</i>
● Charter School is located in LAUSD Board District:	<i>District 3</i>
● Charter School is located in LAUSD Local District:	<i>Northwest</i>
● The grade configuration of Charter School is:	<i>TK-5</i>
● The number of students in the first year of this Charter will be:	<i>256</i>
● The grade levels of the students in the first year will be:	<i>TK-5</i>
● Charter School’s scheduled first day of instruction in 2017-2018 is:	<i>August 15, 2017</i>
● The current operational capacity of Charter School is:	
NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	<i>283</i>
● The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>traditional, single track</i>
● The bell schedule for Charter School will be:	<i>8:00-2:25, M, W, Th, F; 8:00-1:25 on Tuesdays</i>
● The term of this Charter shall be from:	<i>July 1, 2017 to June 30, 2022</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Enadia Way Technology Charter School is an existing affiliated charter elementary school within the Los Angeles Unified School District. The school was closed from 1988 until it was renovated and reopened as Enadia Way Elementary School in December of 2008 to alleviate overcrowding in nearby Canoga Park Elementary. In May 2012 the school converted to an affiliated charter and was renamed Enadia Technology Enriched Charter, or “Enadia TEC” for short. This revised name never seemed to catch on with the West Hills and LAUSD community and is being modified in this renewal to reflect the original name of the school and the emphasis on technology with the charter.

According to the 2008 Census (maps.latimes.com) the community of West Hills (91307) has a population of 41,426 and is a suburb within the greater San Fernando Valley, which is within the northwestern most portion of the City of Los Angeles. West Hills consists of mostly single-family dwellings. In 2010, the median house/condo value was \$495,300 with a median resident age of 43.4 years. The median household income is \$103, 008. The ethnic breakdown of the 91307 zip code is: 70.9% White, 11.3% Asian, 11.0% Latino, 2.5% Black, 4.3% Other or of mixed race.

Enadia Way Technology Charter School is challenged to retain and grow its student population when surrounded by more affluent and high performing neighboring schools. The ethnic diversity of the school reflects the demographics of families who can afford to send their students to the neighboring private schools or apply for entry into the high ability and high performing neighboring public schools. Before conversion, Enadia Way struggled to maintain its GATE population. As students were identified, they often transferred to schools that parents presumed offered better educational programs at nearby Pomelo or Welby Way Gifted/High Ability magnet. Enadia Way is a beacon for families of the lower performing Canoga Park schools nearby who are looking for a clean, safe, high-ranking school infused with modern technology and outstanding teaching staff.

Families in the immediate attendance area of Enadia Way spend a considerable fortune to live in the 91307 zip code. They expect their neighborhood school to be outstanding and to prepare students to be college and career ready. Our small size (255 students as of Norm Day 2016), outstanding enriching academic program, abundance of state of the art technology, and beautiful school garden is what attracts and retains a committed group of families. Parents often comment that Enadia Way feels like a private school and that the school climate is so friendly and personable that it feels like an extended family. Since becoming an affiliated charter, Enadia Way has been and continues to be a strong, competitive public school choice over local private elementary school options.

Enadia’s performance over the current charter term (2013-2016) has and will continue to meet the needs of the community it serves. In 2016 Enadia Way was awarded as a Gold Ribbon School and Title 1 Academic Achievement Award School.

Enadia Way English Learner Progress

	2012-2013	2013-2014	2014-2015	2015-2016	LAUSD Average
Reclassification Rates Trend	31.3%	17.4%	33%	4%	17%
Percent of LTELs	0%	4.5%	4%	4%	24%

Up until 2016 Enadia has surpassed LAUSD reclassification rates. The trend in rising and falling rates has to do with the low numbers of ELs (28 or less) at the school and the ability to reclassify a significant portion of students one year, and then have much fewer eligible candidates the following year. During the current charter term, the reclassification criteria have changed yearly. This makes it speculative to ascertain a specific challenge affecting the reclassification rates. Strategic, targeted intervention and designated ELD instruction will assist English Learners in acquiring proficiency in English within four years of identification.

Students with Disabilities (SWD)

	2012-2013	2013-2014	2014-2015	2015-2016	LAUSD average
% Students with Disabilities in Gen. Ed Program at least 80% of School day	100%	100%	96%	100%	69%

Enadia Way's SWD receive the supports and services necessary to be educated in the general education program at least 80% of the school day. Over the current charter term, Enadia has no special day classes. All students are educated in the general education setting with resource specialist support. On occasion, an IEP team will determine that a student needs more than 20% of the day in a special education setting before deciding upon a more restrictive environment, thus the 2014-2015 dip.

CST TRENDS: English Language Arts (3rd-5th)

Subgroup	Students Tested		% Proficient/Advanced	
	2011-2012	2012-2013	2011-2012	2012-2013
All students	126	124	65.9%	64.5%
African American	11	14	81.8%	71.4%
Asian	-	-	-	-
Latino	75	76	58.7%	59.2%
White	27	24	77.8%	75.0%
English Learner	17	-	23.5%	-
SWD	-	11	-	54.5%
Socio-Eco Disadv.	99	94	59.6%	59.6%

*CDE- School API Growth 2012-2013

CST Trends: Mathematics (3rd-5th)

Subgroup	Students Tested		% Proficient/Advanced	
	2011-2012	2012-2013	2011-2012	2012-2013
All students	128	127	67.2%	64.6%
African American	11	14	90.9%	64.3%
Asian	-	-	-	-
Latino	76	77	57.9%	61.0%
White	27	25	81.5%	60.0%
English Learner	18	10	22.2%	40.0%
SWD	-	14	-	35.7%
Socio-Eco Disadv.	100	96	65.0%	61.5%

*CDE- School API Growth 2012-2013

SBAC Trends: ELA (3rd-5th)

Subgroup	Students Tested		% Meets/Exceeds	
	2014-2015	2015-2016	2014-2015	2015-2016
All students	116	120	42%	38%
African American	10	11	70%	45%
Asian	4	5	25%	20%
Latino	67	61	34%	26%
White	25	25	52%	60%
English Learner	9	11	0%	0%
SWD	19	14	16%	0%
Socio-Eco Disadv.	86	85	41%	35%

*MyData

SBAC Trends: Mathematics (3rd-5th)

Subgroup	Students Tested		% Meets/Exceeds	
	2014-2015	2015-2016	2014-2015	2015-2016
All students	116	121	41%	35%
African American	10	11	60%	27%
Asian	4	5	50%	20%
Latino	67	62	34%	27%
White	25	25	52%	56%
English Learner	9	12	0%	8%
SWD	19	14	11%	0%
Socio-Eco Disadv.	86	86	35%	31%

*MyData

Student Attendance Trends

Year End	2012-2013	2013-2014	2014-2015	2015-2016
96% or higher Student Attendance Rate	63.2%	68.4%	71%	69%
91% of lower Chronic Absence Rate	14.6%	11.3%	11%	10%

Over the term of the previous charter, Enadia Way has faced many of the same challenges as similar schools throughout the state. Over the past five years, the California State Standards changed to the Common Core State Standards. The LAUSD adopted new ELA and Math curriculum to meet the changing standards, and the summative assessments changed from the CST to the SBAC. With so many incomparable factors, it is challenging to identify trends and to make generalizations based on the data.

Enadia Way has continued to meet the needs of socioeconomically disadvantaged students (which is a slice of all subgroups), yet the performance in summative assessments is not reflective of the rigorous classroom instruction and outstanding student classwork and performances witnessed throughout the school year. Enadia Way has a very small population of students tested in grades 3-5. With such a small data set, the performance of a small number of students becomes numerically significant to the school's overall performance.

Enadia Way continues to provide the highest caliber of instruction. The school uses its resources to fund Teacher's Assistants and a Limited Contract Intervention teacher in order to help the classroom teacher provide small group, strategic interventions to meet the needs of diverse learners during the school day. After school Tier 3 intervention for newcomers and students targeted for reclassification will continue to be offered for one hour a week.

Enadia Way will now add to its focus intensive and specific technology skills practice before and after interim formative online assessments so that students are proficient with the features of online assessments. In addition, Enadia Way is adding to its focus parent workshops in ELA and Math in which parents take the online practice SBAC tests to gain a better understanding of the level of rigor expected of the children. Parents are also given their individual student results of the SBAC IAB assessments in the fall and spring with specific instructions and strategies to help their children be more successful in showing mastery of the Common Core Standards.

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA														
Address: 22944 Enadia Way, West Hills, CA 91307														
LAUSD Schools	# of Students 2016	% Students Eligible for Free/Reduced Lunch 2016	% of Special Ed. Students	# of ELs	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2013 Growth API	Met School wide Growth Target?	Met Subgroup Growth Targets?	2013-2013 API 3 Year Average	2013 Statewide Rank	2013 API Similar Schools Rank	School Performance Framework Classification (SPF)
Enadia Way Charter	246	65.29%	13.6%	28	Latino 59%	White 20%	Black 9%	855	yes	yes	862	7	9	Achieving
Capistrano	408	71.08%	18.3%	104	Latino 62.7%	White 14%	Asian 10%	861	n/a	n/a	n/a	8	9	Achieving
Canoga Park ES	696	91.09%	11.4%	400	Latino 91%	White 2.9%	Black 2.3%	750	no	no	754	3	4	
Hamlin	418	45%	12%	118	Latino 31.6%	White 26%	Asian 20%	865	yes	yes	876	8	7	Watch
Haynes Charter	412	17.48%	12.3%	17	White 63.9%	Asian 18%	Latino 10.2%	909	yes	yes	909	9	6	Achieving
Justice Academy Charter	387	32.82%	11.3%	7	White 44%	Latino 33%	2 or more 9.6%	901	yes	yes	888	9	4	Achieving
Lockhurst Charter	387	25.84%	17.7%	57	White 48.6%	Latino 25.6%	Asian 14.5%	868	yes	yes	863	8	2	Watch
Nevada ES	428	77.57%	11.7%	181	Latino 79%	Asian 6.4%	Black 4.2%	811	yes	yes	801	6	8	Service & Support
Pomelo Charter	622	18%	13%	27	White 61.5%	Latino 17.1%	Asian 9.6%	876	yes	yes	888	8	1	Achieving

Charter Schools	# of Students 2016	% Students Eligible for Free/Reduced Lunch 2016	% of Special Ed. Students	# of ELs	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2013 Growth API	Met School wide Growth Target?	Met Subgroup Growth Targets?	2011-2013 API 3 Year Average	2013 API State wide Rank	2013 API Similar Schools Rank	School Performance Framework Classification (SPF)
Welby Way Charter	807	12%	5%	24	White 42.8%	Asian 32.3%	Latino 12%	961	yes	yes	960	10	5	Achieving
Woodlake	501	30.34%	12.5%	70	White 50%	Latino 21.5%	Asian 9.7%	878	yes	yes	872	8	2	Achieving
Ivy Academia	900	59%	10.8%	96	Latino 51.7%	White 20%	Filipino 7.8%	822	yes	no	844	6	5	
Ingenium	185	78%	5%	27	Latino 67%	White 9%	Black 6%	773	no	no	792	4	1	

Source: www.cde.ca.gov/ta/

STUDENT POPULATION TO BE SERVED

Enadia Way Technology Charter serves its West Hills neighborhood resident population as well as students throughout Los Angeles, Santa Clarita, and Ventura counties who apply through the lottery looking for a curriculum rich with technology. Enadia Way is ethnically diverse and is classified as a PHBAO school (predominantly Hispanic, Black, Asian, and other non-Anglo). It serves students in Grades TK through 5th grade. Enadia Way is a school-wide Title 1 School and serves a student population of 65.29% socio-economically disadvantaged families. Enadia Way has 12 classrooms available for use. Eleven of the classrooms are general education classrooms (2 TK/kinder, 2 first, 2 second, 2 third, 1 fourth, 1 fourth/fifth split, and 1 fifth grade class) and the twelfth classroom is the Learning Center and Resource Specialist classroom providing special education services for students with IEPs in the general education setting.

Although Enadia Way is located in the 91307 zip code, the attendance area stretches into Canoga Park, an adjoining less affluent community. Much to the surprise of the immediate neighbors and close by neighboring elementary schools, Enadia Way is a school wide Title 1 school (2016 ranking 65.29%). The student population is diversified and reflective of the greater Los Angeles area, unlike the West Hills neighborhood at large, with: 21% White, 6% Asian, 55% Latino, 8% Black, and 7% Other or mixed race.

GOALS AND PHILOSOPHY

Mission and Vision

At Enadia Way Technology Charter we prepare all students to compete in a 21st Century, globally competitive society by providing a collaborative learning environment

in which students master grade level Common Core State Standards and use cutting edge technology and digital media strategically and capably to communicate their ideas and demonstrate their knowledge. At Enadia Way, staff, parents, and community members collaborate to develop responsible citizens by modeling and teaching the benefits of healthy lifestyle choices and promoting positive character development in our students.

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

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

- Critical Thinking and Problem Solving
- Collaboration across Networks and Leading by Influence
- Agility and Adaptability
- Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination

Enadia Way believes an educated person of the 21st Century is flexible, creative, and complex with a continuous thirst for knowledge. The students must be prepared for a multicultural world that is globally interconnected. Being a part of the ever-changing and fast-paced information age, an educated person is technologically savvy, curious, and productive. These individuals are self-confident, self-motivated, lifelong learners who are active participants in their community. Enadia Way strives to prepare elementary age students to be college and career ready by instilling these characteristics and providing daily learning opportunities at the youngest age.

How Learning Best Occurs

Learning best occurs when all teachers, school staff, parents, and community members fulfill their joint collaborative responsibility to provide a culture of education that challenges and nurtures the development of every child. Enadia Way has a high percentage of socioeconomically disadvantaged youth (65%) across all ethnicities. This

targeted population needs the full commitment of a joint partnership supporting each child.

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

When learning is occurring, students are engaged. The traditional picture of a classroom is a roomful of students sitting quietly at their desks while the teacher does all the talking. Today, we know that the person doing the talking is the person who is learning {Bruner (1986) and Vygotsky (1978)}. Learning best occurs when teachers design the instruction so that students are given many opportunities within a lesson to share their ideas with one another and the class at large without fear of reprimand or ridicule.

Local Control Funding Formula (LCFF) Requirements

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

This plan addresses all eight state priority areas.

LCFF STATE PRIORITIES- BASIC SERVICES	
GOAL #1	
<p>To provide and maintain Basic Services for students the school will assign teachers in accordance with their credentials, including subject matter and EL authorizations provide students with sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter and achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities.</p>	<p>Related State Priorities:</p> <p>X 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/> : <input type="checkbox"/> :</p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal 	

- School site staff selection committee screens potential candidates for qualifications and authorizations and proficiency and innovativeness in the use of technology before being interviewed
- Annual Williams instructional materials review and certification process
- Annual budget review and planning to ensure funds are available for instructional materials
- Internal and/or District annual review(s) of the state and condition of its facilities
- Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal and School

Expected Annual Measurable Outcomes

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

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Outcome #2: The school will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities.

Metric/Method for Measuring: Internal and District Annual Review

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>
English Learners	<i>“Good” or Better</i>	<i>“Good” or Better</i>	<i>“Good” or Better</i>	<i>“Good” or Better</i>	<i>“Good” or Better</i>	<i>“Good” or Better</i>

	<i>Rating</i>	<i>Rating</i>	<i>Rating</i>	<i>Rating</i>	<i>Rating</i>	<i>Rating</i>
Socioeconomically Disadvantaged Students	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>
Foster Youth	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>
Students with Disabilities	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>
African American Students	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>
American Indian/Alaska Native Students	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>
Asian Students	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>
Filipino Students	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>
Latino Students	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>
Native Hawaiian/Pacific Islander Students	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>
Students of Two or More Races	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>
White Students	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>	<i>“Good” or Better Rating</i>

Outcome #3: The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.

Metric/Method for Measuring:

Annual Williams Instructional Materials Review and Certification Process

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%

American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES- IMPLEMENTATION OF COMMON CORE

GOAL #2

To provide instruction to 100% of students with full implementation of Common Core Standards in ELA, Math, Science, and Social Science.

Related State Priorities:

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

Local Priorities:

-

Specific Annual Actions to Achieve Goal

- Adoption and use of state and District adopted curriculum and materials aligned with CCSS and NGSS
- Ongoing professional development for teachers on implementation of CCSS including Mathematical Practices
- Ongoing grade level planning and collaboration time during Banked Tuesdays (at least two times/month)
- Provide PD to teachers on new ELA adopted series, NGSS, and how to integrate technology and SmartBoard technology
- Provide PD to teachers on EDST Teacher Evaluation and the accompanying Teaching and Learning Framework standards and rubrics to increase professional practice
- Provide teachers with release time to observe one another's best practices on site and at identified schools with excellent practice
- Assign teachers to cohorts for District ILT trainings and Blended Learning PDs
- Provide all teachers with ELD trainings on designated and integrated lessons so as to improve reclassification rates (currently no AMAO data due to numerically insignificant subgroups)

Expected Annual Measurable Outcomes

Outcome #1: See Outcome 1 in Goal #4 (Student Achievement)

Metric/Method for Measuring: See Goal #4 (Student Achievement)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
English Learners	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Socioeconomically Disadvantaged	See Goal #4	See Goal #4	See Goal #4	See Goal	See Goal #4	See Goal #4

Students				#4		
Foster Youth	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Students with Disabilities	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
African American Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
American Indian/Alaska Native Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Asian Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Filipino Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Latino Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Native Hawaiian/Pacific Islander Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Students of Two or More Races	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
White Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4

Outcome #2: See Outcome 2 in Goal #4 (Student Achievement)

Metric/Method for Measuring: See Goal #4 (Student Achievement)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
English Learners	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Socioeconomically Disadvantaged Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Foster Youth	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Students with Disabilities	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
African American Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
American Indian/Alaska Native Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Asian Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Filipino Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Latino Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Native Hawaiian/Pacific Islander Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Students of Two or More Races	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
White Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4

Outcome #3: See Outcome 3 in Goal #4 (Student Achievement)

Metric/Method for Measuring: See Goal #4 (Student Achievement)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
English Learners	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Socioeconomically Disadvantaged Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Foster Youth	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Students with Disabilities	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
African American Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
American Indian/Alaska Native Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Asian Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Filipino Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Latino Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Native Hawaiian/Pacific Islander Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
Students of Two or More Races	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4
White Students	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4	See Goal #4

LCFF STATE PRIORITIES-PARENTAL INVOLVEMENT

GOAL #3

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

Related State Priorities:

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

Local Priorities:

- :
 :

Specific Annual Actions to Achieve Goal

Maintain an effective program for parent and family involvement that includes:

- meaningful opportunities for providing and gathering parental input
- involving parent stakeholders in sharing and receiving information

- teaching and learning how to support the educational program
- Increase % of parents completing School Experience Survey by having the Point Person:
- holding informational meetings and communication through the Principal's Message
 - highlight class rosters of eldest child receiving survey and bundle with surveys for teachers
 - provide incentives for children (and their siblings) who return the paper parent survey or confirmation page from online survey
 - during collection period visit each classroom and provide incentives to pupils
 - classes with 100% participation receive special incentive
 - reminder phone calls to individual families
 - have Parent Center director and office staff provide online support for parents
- Increase the % of parents who feel they are partners with the school by:
- Inviting parents on a monthly basis to join SSC/Governance meetings and/or join the committee
 - Invite parents to conferences and workshops offered by the school through the Principal's Message
 - Remind and encourage parents to become volunteers at the beginning of each school year and through classroom activities and field trips throughout the school year.
 - Require parents to be official volunteers in order to chaperone field trips
 - Use signupgenius.com and Blackboard Connect to invite parents to sign up for/volunteer for school and classroom activities, including fundraisers
- Provide parent workshops by:
- Calendaring the 4 required parent workshops in the beginning of the school year
 - Performing interest surveys for parent workshops
 - Community Rep will attend monthly PAC meetings to increase parental involvement

Expected Annual Measurable Outcomes

Outcome #1: Percentage of parents completing the School Experience Survey annually
Metric/Method for Measuring: School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	<i>82% (all parents)</i>	84%	86%	88%	90%	92%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2: Percentage of parents that feel they are a partner with this school in decisions made about my child's education.

Metric/Method for Measuring: School Experience Survey and Local Data (sign-ins and school

surveys)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	94% (all parents)	95%	96%	97%	98%	99%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3: percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.

Metric/Method for Measuring: School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100% (Maintain)	100% (Maintain)	100% (Maintain)	100% (Maintain)	100% (Maintain)
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES-STUDENT ACHIEVEMENT

GOAL #4

The school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments annually and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient

Related State Priorities:

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

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

- The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development
- Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Monitor Long Term English Learners (LTEL's) progress (Language Acquisition Team)
- Utilize Limited Contract Intervention teacher to target needs of EL students
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas
- Utilize Teachers Assistants to provide small group instruction with ELs
- Utilize Imagine Learning computer software program with lower ELD level students
- Teachers will progress monitor to increase student reading fluency and comprehension.
- Provide PD to teachers on the use of higher level questioning using DOK levels.
- Teachers will use Problem Solving guides daily and SBAC IABs during fall and winter to increase student ability to strategize in math.
- Teachers will utilize Journals in ELA and Math so that students can explain and illustrate their thinking when solving complex problems.
- Teachers with ELD students will use designated and integrated ELD lessons on a daily basis to increase reclassification rates and EL student achievement in the core curricular areas. Newcomers will use Imagine Learning software and Tuesday Tutoring (after school tutoring) for basic English vocabulary development using SDAIE strategies.
- Teachers will pair EL students with fluent speakers for paired activities to increase listening and speaking skills to increase reclassification rates.

Expected Annual Measurable Outcomes

Outcome #1: The percentage of students that met standard/exceeded standard in Language Arts on the CAASP/SBAC

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	38%	40%	42%	44%	46%	48%
English Learners	0%	2%	4%	6%	8%	10%
Socioeconomically Disadvantaged Students	35%	37%	39%	41%	42%	44%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	0%	2%	4%	6%	8%	10%
African American Students	45%	47%	49%	51%	53%	55%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	20%	22%	24%	26%	28%	30%
Filipino Students	55%	57%	59%	61%	63%	65%
Latino Students	26%	28%	30%	32%	34%	36%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	25%	27%	29%	31%	33%	35%
White Students	60%	62%	64%	66%	68%	70%

Outcome #2: The percentage of students that met standard/exceeded standard in Mathematics on the CAASP/SBAC

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	35%	37%	39%	41%	43%	45%
English Learners	8%	10%	12%	14%	16%	18%
Socioeconomically Disadvantaged Students	31%	33%	35%	37%	39%	41%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	0%	2%	4%	6%	8%	10%
African American Students	27%	29%	31%	33%	35%	37%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	20%	22%	24%	26%	28%	30%
Filipino Students	36%	38%	40%	42%	44%	46%
Latino Students	27%	29%	31%	33%	35%	37%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	25%	27%	29%	31%	33%	35%
White Students	56%	58%	60%	62%	64%	66%

Outcome #3: Increase the number of English Learners who reclassify as Reclassified Fluent English Proficient

Metric/Method for Measuring: Reclassification Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	20%	22%	24%	26%	28%	30%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES-STUDENT ENGAGEMENT

GOAL #5

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

Related State Priorities:

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

Local Priorities:

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Specific Annual Actions to Achieve Goal

- Increase annually the percent of students attending 173-180 days
- Maintain attendance incentive programs
- Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance
- Decrease the number of students missing 16 or more school days each year by counseling families with chronic absences
- Conduct monthly recognition class attendance awards assemblies with trophies
- Conduct SST, SSPT for students with chronic absenteeism to provide intervention services and referrals

- Send home 50, 100, and 150 day of school individual student attendance updates to all families
- Recognize students with proficient and perfect attendance at the end of each reporting period and the end of the school year with ribbons and trophies.
- Utilize Independent Study contracts for students taking extended holidays and/or have extended illness or injuries in which it is determined the child is capable of completing the work provided by the teacher.

Expected Annual Measurable Outcomes

Outcome #1: The school will annually increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher).

Metric/Method for Measuring: Student Attendance Rates

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	69%	71%	73%	75%	77%	79%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2: The school will decrease annually the number of students with chronic absenteeism (missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide).

Metric/Method for Measuring: Student Attendance Rate

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	10%	8%	6%	4%	2%	0%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A

American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3: N/A

Metric/Method for Measuring: N/A

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES-SCHOOL CLIMATE

GOAL #6

The school will increase the number of students, parents, and staff who feel the school grounds are safe and reduce the number of students who are suspended one or more times.

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Maintain an effective Discipline Foundation Policy and 0% suspension rate by:
- meaningful opportunities for providing and gathering parental input
 - involving parent stakeholders in sharing and receiving information
 - teaching and learning how to support student behavior in the educational program
 - frequently communicating expected behaviors with consistent and fair consequences to students, parents, teachers, and support staff
 - utilizing alternatives to suspension when Ed. Code allows for principal discretion
 - utilize the ROI (Rubric of Implementation) to set goals for improved implementation (conduct monthly safety meetings and review office discipline referrals, utilize MISIS for tracking and documenting student referrals)
 - utilize the SSPT referral process to partner with parents and the school when managing chronic student behavior challenges
 - calendar school-wide anti-bullying assemblies at least twice a year
 - reward character development at monthly school-wide award assemblies

Expected Annual Measurable Outcomes

Outcome #1: Reduce the number of students who were suspended one or more times.

Metric/Method for Measuring: School Experience Survey; MyData reports

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	.8%	.6%	.4%	.2%	0%	<i>Maintain 0%</i>
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2: Increase the percentage of students who feel the school makes it clear how they are expected to act.

Metric/Method for Measuring: School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	85%	87%	89%	91%	93%	95%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A

Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3: Increase the percentage of students who feel school grounds are safe.

Metric/Method for Measuring: School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	96%	98%	100%	100% <i>(Maintain)</i>	100% <i>(Maintain)</i>	100% <i>(Maintain)</i>
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES-COURSE ACCESS

GOAL #7

<p>The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (NGSS Science lessons, Garden Lab, computer classes, Arts instruction, Health, Library Sciences, Physical Education) to 100% of its students every year.</p>	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		

Specific Annual Actions to Achieve Goal

- Conduct an annual review of the school’s master schedule, student schedules, and other information.
- Classroom daily schedules will be posted for all core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (NGSS Science lessons, Garden Lab, computer classes, Arts instruction, Health, Library Sciences, Physical Education)

Expected Annual Measurable Outcomes

Outcome #1: The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science to **100% of its students** every year.

Metric/Method for Measuring: Method for Measuring: Annual Review of Master Schedule and Student Schedules

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
English Learners	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Foster Youth	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Students with Disabilities	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects

				core subjects		
African American Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
American Indian/Alaska Native Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Asian Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Filipino Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Latino Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Students of Two or More Races	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
White Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects

Outcome #2: The school will offer a comprehensive enrichment program (NGSS Science lessons, Garden Lab, computer classes, Arts instruction, Health, Library Sciences, Physical Education) to 100% of its students every year.

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program

Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Students of Two or More Races	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
White Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program

Outcome #3: Percentage of students (grades 3-5) who feel happy to be at this school.

Metric/Method for Measuring: School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	89%	91%	93%	95%	96%	98%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES-OTHER STUDENT OUTCOMES

GOAL #8

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

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Purchase and maintain licenses for online Math and ELA Intervention Systems (SumDog, LEXIA Core5)
- Provide on-going training for teachers during Banked Tuesdays on implementation of on-Line Math (SumDog) and ELA Intervention Systems (LEXIA Core5)
- Reward students with incentives and certificates for mastering levels in SumDog and LEXIA
- Send home and discuss at parent conferences student usage and achievement reports
- Implement schoolwide scheduling of UAT with Intervention time, RSP support and small group instruction on a daily basis so that students are given ample opportunity to work on individualized skills
- Provide access to technology (Classroom Computers, Tablets, laptops and Library computers)
- Provide a Limited Contract Intervention Teacher
- Provide TAs for small group and individualized instruction
- Purchase and maintain Accelerated Reader software program so that teachers can administer the STAR reading test to determine reading levels.
- Reward students with certificates at monthly awards assemblies for passing AR levels
- Purchase books and maintain a quality school library with ample AR books at every reading level
- Provide annual teacher training on AR and how to use the STAR reader and comprehension tests to improve student achievement

Expected Annual Measurable Outcomes

Outcome #1: The school will implement the software program SumDog school wide in Mathematics that is accessible to 100% of students (1st-5th) to increase competencies in concepts and skills.

Metric/Method for Measuring: Diagnostic Assessments, SumDog built-in Assessments, Student Work Samples, District Interim Block Assessments

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students (1 st -5 th) having access to SumDog	Maintain 100% of students (1 st -5 th) having access to SumDog	Maintain 100% of students (1 st -5 th) having access to SumDog	Maintain 100% of students (1 st -5 th) having access to SumDog	Maintain 100% of students (1 st -5 th) having access to SumDog	Maintain 100% of students (1 st -5 th) having access to SumDog
English Learners	Maintain 100% of students (1 st -5 th) having access to SumDog	Maintain 100% of students (1 st -5 th) having access to SumDog	Maintain 100% of students (1 st -5 th) having access to SumDog	Maintain 100% of students (1 st -5 th) having access to SumDog	Maintain 100% of students (1 st -5 th) having access to SumDog	Maintain 100% of students (1 st -5 th) having access to SumDog

Outcome #2: The school will implement the Accelerated Reader Program school wide in Language that is accessible to 100% of students to increase Reading Comprehension and Reading Fluency.

Metric/Method for Measuring: Diagnostic Assessments, STAR reading built-in Assessments, Student Work Samples, District Interim Block Assessments

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
English Learners	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Foster Youth	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Students with Disabilities	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
African American Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
American Indian/Alaska Native Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Asian Students	Maintain 100% of students having access to the school's enrichment	Maintain 100% of students having access to the school's enrichment	Maintain 100% of students having access to the school's enrichment	Maintain 100% of students having access to the	Maintain 100% of students having access to the school's enrichment	Maintain 100% of students having access to the school's enrichment

	program	program	program	school's enrichment program	program	program
Filipino Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Latino Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Students of Two or More Races	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
White Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program

Outcome #3: The school will implement LEXIA Core5 English Language Arts that is accessible to 100% of students below benchmark in Reading Comprehension and Reading Fluency.

Metric/Method for Measuring: Diagnostic Assessments, LEXIA student reports, Student Work Samples, District Interim Block Assessments, STAR reading assessments

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students BB having access to the school's intervention program	Maintain 100% of students BB having access to the school's intervention program	Maintain 100% of students BB having access to the school's intervention program	Maintain 100% of students BB having access to the school's intervention program	Maintain 100% of students BB having access to the school's intervention program	Maintain 100% of students BB having access to the school's intervention program
English Learners	Maintain 100% of students BB having access to the school's intervention program	Maintain 100% of students BB having access to the school's intervention program	Maintain 100% of students BB having access to the school's intervention program	Maintain 100% of students BB having access to the school's intervention program	Maintain 100% of students BB having access to the school's intervention program	Maintain 100% of students BB having access to the school's intervention program
Socioeconomically Disadvantaged Students	Maintain 100% of students BB having access to the school's	Maintain 100% of students BB having access to the school's	Maintain 100% of students BB having access to the school's	Maintain 100% of students BB having	Maintain 100% of students BB having access to the school's	Maintain 100% of students BB having access to the school's

	program	program	program	school's intervention program	program	program
White Students	Maintain 100% of students BB having access to the school's intervention program	Maintain 100% of students BB having access to the school's intervention program	Maintain 100% of students BB having access to the school's intervention program	Maintain 100% of students BB having access to the school's intervention program	Maintain 100% of students BB having access to the school's intervention program	Maintain 100% of students BB having access to the school's intervention program

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

By providing a high quality, enriching academic program to all students; taught by highly qualified and caring staff in a safe environment with numerous opportunities for enrichment, acceleration, and remediation; Enadia Way’s students will be competent, lifelong learners who are in charge of their own learning and will be college and career ready.

INSTRUCTIONAL DESIGN

Enadia Way Technology Charter’s educational mission is to ensure that students are lifelong self-motivated learners. This is accomplished through the use of blended learning in the classrooms. Blended learning is defined as “an educational approach in which a student learns partly through online delivery of content and instruction with partial control over time, place, path or pace” (Mekhitarian). Students are encouraged to work both independently and cooperatively in a safe and creative environment, enhanced with technology. Students are empowered to communicate through the use of technology by teaching the use of programs, such as collaborative internet based sites for sharing and storing information. Students will demonstrate responsibility by taking ownership of their learning as they develop into scholars. The instructional staff strives to promote creative thinkers who can communicate effectively by developing critical thinking and problem solving skills. Students are encouraged to collaborate and communicate in order to be prepared for a 21st century environment. Thus, Enadia Way students will be college and career ready.

Curriculum and Instruction

CHARTER School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

- Blended Learning Classrooms
- Academically Integrating Garden and Classroom Activities
- Computer Based Learning
- Technology Infused Learning
- Depth of Knowledge

The scope and sequence of skills taught across the grade levels incorporating the different subjects the school plans to teach are detailed below. All CA CCSS are addressed with cross grade-level planning so that students receive consistent instruction.

English Language Arts

Enadia Way Technology Charter supplements the CCSS for language arts K - 5 through the use of a variety of materials that include state-adopted textbooks, core literature with strategic-chosen lexiles, and online resources to design multi-disciplinary projects that incorporate reading, writing, speaking, and listening. Online resources include News ELA, Read Works, Scholastic, and Tumble Books. Students' grammar, spelling, oral speaking, and active listening skills are developed through direct instruction and vocabulary development. Comprehension strategies such as summarizing and analyzing story structure as well as comprehension skills such as author's purpose, sequencing, and making inferences are taught through close reading so students can derive meaning from more challenging texts. Enadia Way strives to develop critical thinking skills incorporating Depth of Knowledge (Webb) in reading, writing, listening, and speaking skills that support academics across disciplines. To add rigor to the ELA curriculum, Enadia Way Technology Charter incorporates depth and complexity with the use of the icons, frames, and thinking maps. Students use graphic organizers (paper and online) to write narrative, opinion, and expository stories, poetry, and various types of letters. Students at Enadia Way Technology Charter have daily access to computers to refine both their writing and develop inquiry skills. Students routinely work independently and collaboratively (Google Classroom) to respond to literature and informational texts as well as inquiry-based reports. In addition, all classes visit the library weekly where they access materials from our computerized database, have research opportunities, and learn about different genres.

Grade levels meet regularly to analyze data from state, district, and school assessments as well as informal observations to identify students' specific needs. Teachers use these results to group students during Universal Access Time. Teachers work in small groups to differentiate instruction focusing on specific skills that need improving or for challenging students to go beyond grade-level standards.

Mathematics

At Enadia Way Technology Charter, staff provides a rigorous curriculum for all students that support the CCSS for mathematics K-5. Striving to develop our students' problem solving and abstract reasoning skills, teachers expand student learning and conceptual

understanding through the use of state-adopted textbooks and state-mandated curriculum. Teachers supplement this through the use of programs such as Hands on Equations, Marilyn Burns, Number Talks, skill-specific games, and manipulatives. Students are also exposed to Sandra Kaplan's math icons of strategies, applications, balance, conversion, expressions, extensions, imbalance, inquiry, and proofs, which are utilized to provide differentiated instruction and to augment our math program, enhance problem solving and abstract reasoning skills, and develop higher level thinking skills for all of the students, including gifted and ELD populations. Additionally, teachers address the needs of the ELD students through the ELD/Mathematics Three Phase Lesson (Multilingual and Multicultural Education Department, LAUSD). Student proficiency is developed by applying mathematical concepts and computational skills to a variety of mathematical processes. Students' skills using mathematical tools (rulers, calculators, computers, and protractors) are appropriately used throughout grade levels. Math is connected throughout the disciplines of music, theater, science, art, technology, social studies, and environmental studies (Garden Lab). Data from state and school tests, as well as teacher observation and informal assessment, are analyzed to inform instruction and identify at risk students so that additional support can be provided.

Science

At Enadia Way Technology Charter, teachers provide a rigorous curriculum that supports the Next Generation Science Standards (NGSS). Students develop an understanding of life, earth, and physical science from a balanced curriculum that includes the implementation of the NGSS. As supplemental resources, instructional staff uses textbooks (FOSS Science Resource), FOSS science kits, and teacher created materials. Lessons are also enhanced by the use of online resources such as Scholastic News, Mystery Science, and BetterLesson, all of which provide extensive and detailed lessons based on the NGSS. Students use hands on experiments based on scientific methods to further research and prove/disprove hypotheses as well as increase their understanding of scientific concepts. Science is taught as a cumulative learning process that builds upon their prior knowledge, understanding of science concepts, and making real-world connections to science. Students develop and use critical thinking skills such as observing, comparing, organizing, inferring, relating, and applying. Science vocabulary is enhanced by implementing Sandra Kaplan's depth and complexity icons, which include language of the discipline. This enables students to think like a disciplinarian. Assessments occur through teacher observation, informal assessment, and teacher created assessments.

History and Social Studies

A rigorous history/social studies curriculum is provided at Enadia Way Technology Charter that supports the CCSS by utilizing state adopted textbooks and teacher created lessons. Students acquire knowledge of civics, history, cultures, geography, economics, and communities. The instruction promotes the skills necessary for responsible participation in a diverse society. Through the use of blended learning, other content areas are infused with technology. Through the use of reader's theater, students use role play activities and interactive units to gain first-hand experiences.

Students interact with primary sources as historical evidence to understand the people and time periods being studied. The prompts of depth and complexity and content imperatives are applied to the history/social studies curriculum to help the students understand changes over time, patterns of historical events, ethics, details, trends, the big ideas, and parallels among events and to develop their critical thinking skills.

Additional Enrichment Instruction

Garden Lab/Environmental Study

Enadia Way Technology Charter's leadership in garden education earned the USDA's "Healthier US School" Bronze Level Award "for its leadership role in implementing a healthier school nutrition environment" signed by the Secretary of the United States Department of Agriculture. Garden education is an integral part of the school's culture as students visit the school's garden every week. Known as Enadia Way's Secret Garden, teachers design lessons across all curriculum areas incorporating common core standards to activities in the garden. Science is a natural link to the garden as students learn life cycles/metamorphosis, organic versus nonorganic substances, seed germination, structures of plants and animals, soil analysis, weather, etc. Students maintain Garden Lab journals where they gather their learning and observations, which are common core based.

Environmental science is encouraged as Enadia Way Technology Charter maximizes conservation consciousness by composting and recycling. Every year, students are trained by school staff and representatives from the Republic Disposal Company to minimize landfill waste. Daily, students recycle breakfast and lunch liquids, containers, and produce for reuse and recycling. During garden time, students learn how their waste is turned into organic nutrients for Enadia's Secret Garden's plants. Global and environmental awareness adds depth of knowledge to curriculum as students experience real-world connections.

Math is also integrated with the garden as students measure area, perimeter, and volume of different beds and planting zones. Students incorporate area models of multiplication and division to figure out costs of materials for maintaining the garden. Younger students use both non-standard and standard units of measurement to measure the heights of growing plants as well as recognize shapes. Teachers routinely use the garden as inspiration for English Language Arts incorporating activities identifying parts of speech and creative writing from descriptive paragraphs to poetry.

The garden lends real-life experiences to health education. In an article from lifelab.org, it says, "Studies have shown that garden-enhanced nutrition education is a profoundly engaging and effective way to establish healthy eating habits with youth." During visits to the garden, students get to sample varieties of fruits and vegetables they may have never tasted before such as mustard greens, kale, Swiss chard, and eggplant. Teachers design lessons to educate students about nutritional benefits of different produce.

Music, Theater, and Visual Arts

At Enadia Way Technology Charter, teachers believe in educating the whole child. All children need to be enriched both physically and mentally. The arts allow children to be successful in areas other than academics. They address the needs of all learners including special needs students, English Learners, and gifted students. They allow children to gain self-confidence, develop imagination, and express themselves. The skills learned in the visual and performing arts transfer to academic success, as well. It has been found that “schools integrating the arts into the curriculum as part of a comprehensive education strategy are documenting positive changes in the school environment and improved student performance” (Deasy, 2002).

Music

It has been shown that students who have early musical training will develop the areas of the brain related to language and reasoning. Through music education, students develop auditory skills, teamwork, emotional intelligence, self-esteem, and coping mechanisms. Enadia’s music program includes enrichment for individual students through orchestra and the whole school through a school-based music program. In addition, teachers and students utilize and apply what has been learned in music class and orchestra to music shows for special celebrations, which include Halloween, winter holidays, spring orchestral performance, and school culminations.

Drama

Drama is also an integral part of our school. A 2002 report by the Arts Education Partnership revealed “schoolchildren exposed to drama are more proficient at reading, writing, and math.” At Enadia Way, teachers integrate the California common core standards into the drama program by utilizing the standards in reading, listening, speaking, and writing by reflecting on dramatic activities, creating and performing short skits and plays, and through Reader’s Theater. Plays and skits are performed for both the students and parents. Additionally, students are exposed to live theater. Enadia Way Technology Charter invests in partnering with the Los Angeles Opera and their classroom residency program. Students are able to experience a professional opera working with LA Opera performers as well as behind the scenes with sets, lighting, and stage crew. This experience extends beyond theater arts; it naturally links theater with common core based standards in social sciences and language arts. Over the past two years, the opera performed was *The Legend of Cannery Row* where students learned geography and history in addition to music and theater arts academic standards.

Visual Arts

The 2006 Solomon R. Guggenheim Museum study on art education showed a link between visual arts education and improved literacy and critical thinking skills. Visual Arts are implemented by the teachers in accordance with the Elementary Instructional Guide laid out by the Los Angeles Unified School District. The program is organized by

grade level with instructional modules in each grade containing a big idea, essential questions, and standards that are addressed in final performance assessments. The visual arts curriculum is taught both through direct art instruction and integrated into other curricular areas in the classroom. *ARTime by Miss Julie* is used throughout the curriculum to enhance student art skills. Student created artwork is displayed throughout the school as well as in the classroom.

Physical Education

Our Physical Education program is enriched by meeting the Common Core State Standards for each grade level. Teachers at Enadia Way Technology Charter believe that a healthy body and healthy mind go hand in hand to complete a successful child. Teachers provide all students with the required 100 minutes each week of grade level standardized physical education skills. In addition, all students participate in Enadia's Morning Mile by walking and running the tract daily. During the morning period of 7:45 and 8:00 our students participate in cardiovascular activity by awakening their brains to fresh air. The students choose to walk or run around the track. A recent report on ABC News (from a comprehensive Dutch Research Study), "suggest there is a significant positive relationship between physical activity and academic performance". "In addition, research reported that concentration, memory, self-esteem and verbal skills were among the improvements noted in students who participated in school based physical activity". Our fifth grade students participate in the annual state mandated Fitness Gram in which they are tested on flexibility, muscular strength, and cardio efficiency. Students from our Beyond the Bell/YDP (Youth Develop Program) participate in the after school playground program compete in intramural games of football and basketball. Our emphasis on physical fitness was recognized when our school was honored by our First Lady, Mrs. Obama's focus of Let's Move with a Bronze Award for addressing the childhood obesity epidemic.

In the spring semester of each year, all students participate in the Eagle Trot walk-a-thon during the P.E. instructional day. Students celebrate physical fitness with a walk-a-thon in which parents are encouraged to participate and attend.

Intervention and Enrichment Programs

In addition to targeting students' specific needs within the classroom (small group differentiation), Enadia Way Technology Charter provides a variety of additional resources. English Language Learners get extra support on Banked Tuesdays by using the Limited Contract Intervention Teacher along with classroom aides targeting specific English Language students' needs. During the school day, students who have been identified as below proficient using data from DIBELS and periodic assessments, will receive support in targeted areas from a highly-qualified Limited Contract teacher 60 minutes a week. Targeted instruction is supplemented by the LEXIA Core 5 program so students can work at home and in the classroom to reach proficiency. Enadia Way Technology Charter's highly qualified resource teacher provides intervention for general education low-achieving students in the Learning Center. Lessons are developed in

collaboration with the classroom and Learning Center teacher. Students are taught in a small group setting based on their area of need.

Additionally, Enadia Way Technology Charter offers an after-school Coding Club to provide enrichment for 4th-5th grade students interested in expanding their technology skills. Students learn coding techniques in order to participate in an annual coding competition. The Youth Development Program (YDP) provides an enriched environment for those students who stay after school. Students are grouped by grade-level with a trained coach who assists with school homework, provides additional academic activities aligned to Common Core standards, arts programs, and sports activities. Students have the opportunity to participate in intramural sports competitions and performances at the school.

Curricular and Instructional Materials

Enadia Way Technology Charter uses district-mandated textbooks aligned to Common Core Standards for language arts, mathematics, science, and social studies. Textbooks are supplemented by core literature selections and Scholastic News as well as computer-based resources such as Newsela, ReadWorks, Sumdog, Lexia Core 5, and Imagine Learning.

Technology

At Enadia Way Technology Charter, teachers maintain a rigorous curriculum that meets or exceeds the state content standards for technology. Students use such software programs as Accelerated Reading in Language Arts and Imagine Learning English for Language Learners. In addition, teachers regularly use Lexia, Tumblebooks, NewsELA, and GoNoodle to enhance lessons and motivate children in the classroom. Enadia Way Technology Charter contracts with Computer Wise Kids to provide expert instruction in grade level appropriate technology lessons. Beginning in kindergarten, students utilize word processing to demonstrate written expression through technology. Students learn to identify, locate, and use letters, numbers and special keys on the keyboards. Students also learn about the main components of a computer as well as the correct terminology related to PC's, and are tested on how to perform basic tasks such as powering the computer on and off and how to troubleshoot common issues. Internet skills such as basic browsing and research skills are also emphasized. iPads are used regularly in grades K-2. Students use iPads to create and collaborate on Keynote presentations. Students research nonfiction topics, type friendly letters utilizing Pages, and use the video feature to dramatize vocabulary. Students use the iPad as an e-reader to access current events and literature. Laptops are provided for every student in grades 3-5. In upper grades students work with data to identify and present information using Excel spreadsheets and Google Docs to collaborate on research projects and digital presentations.

Teachers use blended learning by using technology as a tool to teach all areas of the curriculum. At each grade level students explore artistic applications appropriate to each

grade-level with programs such as PowerPoint, Comic Life, and iMovie. Through the use of Smart Boards, students have the opportunity to participate interactively as well as collaboratively in the classroom. Smart Boards are used across the curriculum to enrich and enhance student mastery of the CA CCSS. Document cameras provide students the ability to view and edit original work in a whole class setting. Teachers use the Apple TVs to share students' work by highlighting individual student's problem solving strategies. Students in grades 3-5 are instructed on using computers to practice common core standard based questions that simulate those that are on the Smarter Balance Test.

Enadia Way Technology Charter has developed its own technology plan utilizing the Common Core Standards for Digital Literacy. The plan is as follows:

1. Demonstrate proficiency in the use of computers & applications, as well as an understanding of the concepts underlying hardware, connectivity.

Basic Operations:

Kindergarten-Students will demonstrate beginning steps in using available hardware and applications (e.g., turn on a computer, launch a program, use a pointing device such as a mouse). Students will identify, locate, and use letters, numbers, and special keys (e.g., space bar, Shift, Delete) on the keyboard.

Grade 1-Students will identify, locate, and use letters, numbers, and special keys (e.g., space bar, Shift, Delete) on the keyboard. Students will explain that icons (e.g., recycle bin/trash, folder) are symbols used to signify a command, file, or application. Students will recognize the functions of basic file menu commands (e.g., New, Open, Close, Save, Print).

Grade 2-Students will utilize the functions of basic file menu commands (e.g., New, Open, Close, Save, Print).

Grade 3-Students will be able to know how to upload and save to a flash drive.
Keyboarding skills: Use correct home row position. Press keys with right and left hand fingers. Press spacebar with thumb. Know how to use the shift key. Type 15 words per minute at least 85% accuracy.

Grade 4-Students will be able to select a printer and use the appropriate page setup and orientation.

Keyboarding skills: Use correct home row position. Press keys with correct left/right position. Press spacebar with thumb. Know how to use pinkie for shift bar and know the difference between caps lock and shift key. Know one space after period. Type 20 words per minute at least 85% accuracy.

Grade 5-Students will be able to use various applications/programs at once (e.g. move from a word document to one or more open web sites using the taskbar/dock).

Keyboarding skills: Use correct home row position. Press keys with correct left/right position. Press spacebar with thumb. Student will know how to use pinkie for shift bar and know the difference between caps lock and shift key. Know one space after period. Type 25 words per minute at least 85% accuracy.

Word Processing & Desktop Publishing:

Grade 1-Students will use a word processing application to write, edit, print, and save simple assignments.

Grade 2-Students will insert and size a graphic (like a picture or a gif) in a word processing document.

Grade 3-Students will be able to select font style and size from the menu/tool bar. Students will be able to use spell-check and grammar resources to help proofread and edit writing.

Grade 4-Students will be able to select font style and size, line spacing, and margins from the menu/tool bar. Students will be able to use spell-check, grammar, dictionary, and thesaurus resources. Students will know how to edit using copy and paste commands, and using the undo command within the same text.

Grade 5-Students will be able to select font style and size, line spacing, margins, how to insert a table, and how to insert page numbers from the menu/tool bar. Students will be able to use spell-check, grammar, dictionary, and thesaurus resources. They will know how to edit using copy and paste commands, and using the undo command within the same text and between texts.

Database:

Grade 3-Students will be able to define the term “database” and provide examples from everyday life (e.g., library catalogues, school records, telephone directories).

Grade 4-Students will be able to define terms related to databases, such as “record,” “field,” and “search.”

Grade 5-Students will be able to do simple searches of existing databases (e.g., online library catalog, electronic encyclopedia).

Spreadsheet (Tables/Charts and Graphs):

Grade 3-Students will be able to use a spreadsheet as a tool to record, organize and graph information. They will know the terms and concepts related to a spreadsheet (cell, column, row)

Grade 4-Expand spreadsheet vocabulary to include values, labels charts and graphs.

Grade 5-Enter and edit data in a spreadsheet and perform simple calculations.

Internet, Networking & Online Communication:

Grade 1-Students will explain that the Internet links computers around the world, allowing people to access information and communicate.

Grade 2-Students will demonstrate the ability to use tools in painting and/or drawing programs.

Grade 3-Perform an Internet search using appropriate key words, may be suggested by teacher. Explain terms and vocabulary related to the internet and networks such as Web browser, user name, password, file server, World Wide Web, search engine, links.

Grade 4-Use age appropriate Internet based search engines to locate and extract information selecting appropriate key words. Be able to remember LAUSD username and password to access district curriculum tools and to join presentations such as Google Docs and Google Slides. Explain and use age-appropriate online tools and

resources, such as assessments.

Grade 5-Students will create bookmarks and favorites in appropriate folders. Students are able to check emails, send emails to teacher and to each other, and “clean out” email inbox.

Mastery of the above listed standards with little or no adult assistance.

Multimedia & Presentation Tools:

Grade 3-Create, edit and format text on a slide.

Create a series of slides and organize them to present research or convey an idea.

Grade 4-Copy and paste or import graphics; change their size and position on a slide.

Grade 5-Use animations and other applications to make a more creative presentation.

2. Demonstrate the responsible use of technology, an understanding of ethics, and safety issues in using electronic media at home, in school, and in society.

Ethics:

Kindergarten-Students will follow classroom rules for the responsible use of computers, peripheral devices, and resources.

Grade 1-Students will follow classroom rules for the responsible use of computers, peripheral devices, and resources. Students will explain the importance of giving credit to media creators when using their work in student projects.

Grade 2-Students will follow classroom rules for the responsible use of computers, peripheral devices, and resources. Students will explain the importance of giving credit to media creators when using their work in student projects.

Grade 3-Students are able to explain and follow Enadia’s Acceptable Use Policy regarding responsible use of all computers. Students are able to identify appropriate consequences for not complying with the Acceptable Use Policy.

Grade 4-Students are able to identify and explain responsible uses of technology and information gathered from the Internet.

Grade 5-Students are able to give proper credit to sources accessed from the Internet (images, text, videos, etc.) and put into a reference sheet in the proper format.

Classroom & Society:

Kindergarten-Students will explain why there are rules for using technology at home and at school. Students will describe how people use many types of technologies in their daily lives.

Grade 1-Students will explain why there are rules for using technology at home and at school. Students will describe how people use many types of technologies in their daily lives.

Grade 2-Students will explain why there are rules for using technology at home and at school. Students will describe how people use many types of technologies in their daily lives.

Grade 3-Students will be able to identify ways which technology is used in our classroom and in the real world.

Grade 4-Students can work collaboratively, on programs such as Google Docs, with

other students to complete projects and assignments in class. Students will be able to be able to analyze media messages and determine if their purpose is to inform, persuade or entertain.

Grade 5-Students are able to explain how some websites and forms of technology help students with different learning styles learn better. Students will be able to explain how some websites and search engines include sponsored commercial links.

Health & Safety:

Kindergarten-Students will follow the school rules for safe and ethical Internet use. (Use of Internet in this grade span is determined by district policy.) Students will demonstrate knowledge of ergonomics and electrical safety when using computers.

Grade 1-Students will follow the school rules for safe and ethical Internet use. (Use of Internet in this grade span is determined by district policy.) Students will demonstrate knowledge of ergonomics and electrical safety when using computers.

Grade 2-Students will follow the school rules for safe and ethical Internet use. (Use of Internet in this grade span is determined by district policy.) Students will explain that a password helps protect the privacy of information.

Grade 3-Students will be able to recognize the potential risks and dangers associated with online communication.

Grade 4-Students will be able to identify and explain how to safely use computers and online accounts through the use of passwords, pop up blockers, virus protection, etc. Students will be able to demonstrate sage email practices in emails to both peers and teachers.

Grade 5-Students will be able to identify cyber bullying, as well as describe strategies to handle cyber-bullying properly.

3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision-making, communication, collaboration, and innovation.

Research (Gathering & Using Information):

Grade 1-Students will review teacher-selected Internet resources and explain why each resource is or is not useful.

Grade 2-Students will use various age-appropriate technologies to locate, collect, and organize information.

Grade 3-Students will be able to perform basic searches on databases (e.g. library catalogue, encyclopedia, internet search engines) to locate information using two or more key words. Use techniques to refine and limit such searches.

Grade 4-Students will learn how to cite the sources gathered and used from digital searches. Students will learn how to use online tools and Google Docs (or other collaborative sharing tools such as wikis).

Grade 5-Students will begin to evaluate Internet resources in terms of their usefulness for research and whether it may be reliable (is it an ad or promotion).

Problem Solving:

Grade 2-Students will use age-appropriate technologies (e.g., a simple graphing application) to gather and analyze data.

Grade 3-Students will communicate with other students and the teacher using appropriate technology including district-provided email.

Students will use teacher-developed guidelines to evaluate multi-media presentations for organization, content, design, and presentations.

Grade 4-Students will communicate using district-provided e-mail and be able to attach a document. Students will also include properly cited sources in their teacher-developed guidelines.

Grade 5-Students will create projects that use text and various forms of graphics, audio, and video (along with proper citations) to communicate ideas.

Communication & Collaboration:

Grade 3-Students will be able to sign in to their school emails without assistance from an adult. Students will be able to send emails to teacher and classmates. Students will be able to create and write in a Google Doc as a group to demonstrate their ability to collaborate through the use of technology.

Grade 4-Students will be able to create a presentation (e.g. on Google Slides) to present research findings and creative ideas effectively as a group, to demonstrate their ability to collaborate through the use of technology.

Students will be able to add an attachment to an email.

Grade 5-Students will be able to use a variety of communication tools (Edmodo, Google Classroom, etc) to collaborate and communicate with peers and teachers.

Instructional Methods and Strategies

At Enadia Way Technology Charter, proposed teaching methodologies are framed around differentiated and experiential, or inquiry-based, instruction through project-based learning in a cooperative group setting. Successful implementation of our methodologies will be monitored by formal and informal assessments utilizing state, District, teacher-created, performance, and publisher assessments. The results of these assessments will help guide instruction, decide appropriate teaching methodologies, and select the proper materials to improve student performance. Enadia Way Technology Charter's curriculum is based on the California Common Core State Standards and associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, and physical education. Staff believe that powerful learning and addressing the needs of this targeted multi-cultural population are best accomplished through a balanced program that combines curriculum-centered and student-centered instruction. Enadia Way addresses multiple intelligences through the use of experiential and open-ended inquiry-based learning which produces self-motivated and well-balanced learners. Integrating these modalities will help the students to become analytical as well as creative thinkers. "Just as a single shoe size does not fit

everyone; neither does a single learning environment ensure learning for all.” (Dr. Patricia Hutinger, Learning Modalities: Pathways to Effective Learning,2001)

Enadia Way Technology Charter will use the research of Howard Gardner to recognize and encourage all students in their area of accomplishment as teachers address their multiple intelligences. Adhering to the proposed instructional framework and teaching methodologies ensures Enadia Way teachers can successfully meet the needs of all students which include these subgroups: G.A.T.E., Special Education, English Language Learners, UnderAchieving/Non-Proficient, General Education, and the Socio-Economically Disadvantaged.

The teachers of Enadia Way will use current research and student data collected from state, District, publishers, and teacher-created assessments to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade-level. Standard methodologies include:

Academic Rigor - Teachers create and design lessons that are engaging and meaningful. Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts. Students are held accountable for their own learning.

Clear Expectations - Teachers clearly define and articulate state standards in student-friendly language to ensure academic goals are attained. Examples of work that meet or exceed the standards are posted in every room.

Collaborative Groupings - Teachers create small groups in order for students to interact with their peers. Students share their thinking processes that maximize learning. This allows teachers to make observations and assess students while facilitating their work.

Cooperative groups - Promotes diverse perspectives, student-centered learning, and teamwork.

Blended Learning - A student-centered approach to creating a learning experience where the student interacts with other students, with the instructor, and with content through thoughtful integration of online and face-to-face environments. Teachers allow students to maintain a sense of control over time, place, path, and/or pace.

Project Based Learning - A student-centered pedagogy in which students learn about a subject through the experience of creating a problem. Students learn both thinking strategies and domain knowledge. Students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.

Criteria Charts/Rubrics - These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives. Students are able to self-evaluate as they progress

toward rigorous standards. This allows teachers to give effective feedback to the students.

Direct Instruction - Teachers use carefully planned direct instruction to teach standards-based lessons. Lessons are strategically planned incorporating multiple modalities and multimedia to successfully meet the needs of all students.

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

Small Group Instruction - Teachers create small groups to target students who need extra instructional time as well as preview and review. **Differentiated Instruction**- Teachers provide lessons and assignments within the core curriculum that allow students to perform at 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 19 highest stages of Bloom's Taxonomy, such as synthesis, analysis, and evaluation.

Integration of the Arts - Teachers and curriculum specialists use drama, dance, music, and visual arts to enhance their students' thinking and learning experiences throughout the curriculum.

Experiential Learning - Learning by doing. Opportunities are provided for students to understand concepts through direct experiences. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students will process, analyze, and conceptualize the experience and provide the ability to create new ideas.

Transitional Kindergarten

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

Enadia Way Technology Charter complies with SB1381 by offering a transitional kindergarten/kindergarten split class. The transitional kindergarten is year one of a two-

year kindergarten program. It is a modified kindergarten curriculum that is both developmentally and age appropriate. The program is full day and emphasizes oral language skills, ELD, mathematics, emotional and physical development, the arts, science, and social studies. Transitional kindergarten allows students an opportunity to learn academic and social skills in a hands-on manner. Enadia Way emphasizes self-regulation and social engagement. The same core curriculum and materials are used as in the kindergarten program with curricular modification that align to the California Preschool Learning Foundations.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

Academic Calendar/Sample Daily Schedule

Enadia Way Technology Charter will follow the Traditional Academic Single Track calendar set forth by the Los Angeles Unified School District with 180 instructional days, utilizing in each classroom a morning block scheduling for ELA , ELD, and Math, with the last portion of the day for Social Studies, Science, P.E. and enriching activities.

The academic calendar is as follows:

Important Events	Dates
Pupil Free Day	August 14, 2017
First Day of Instruction	August 15, 2017
Admissions Day, School Closed	September 1, 2017
Labor Day, School Closed	September 4, 2017
Unassigned Day, School Closed	September 21, 2017
Veteran’s Day, School Closed	November 10, 2017
Thanksgiving Holiday, School Closed	November 20-24, 2017
Winter Recess, School Closed	December 18, 2017-January 5, 2018
Second Semester Begins	January 8, 2018
MLK, Jr. Day, School Closed	January 15, 2018
President’s Day, School Closed	February 19, 2018
Spring Recess, School Closed	March 26-30, 2018
Cesar Chavez Day, School Closed	April 2, 2018
Memorial Day, School Closed	May 28, 2018
Last Day of Instruction	June 7, 2018
Pupil Free Day	June 8, 2018
Minimum Days (12:45 Dismissal)	Shortened Days (1:50 Dismissal)

October 31, 2017	November 13, 2017
December 15, 2017	November 15-17, 2017
May 25, 2018	March 5, 2018
June 6-8, 2018	March 7-9, 2018

Below are sample daily schedules for each grade including schedules for Banked Time Days (Professional Development Day).

Sample Daily Schedules for TK/K- 5

Kindergarten/TK Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:00 -8:15	BIC Breakfast in the Classroom	BIC	BIC	BIC	BIC	BIC	BIC
8:20 - 10:05	ELA 100 min	ELA	ELA	ELA	ELA	ELA	ELA
10:10- 10:30	Recess	Recess	Recess	Recess	Recess	Recess	Recess
10:30- 11:30	ELD/ Universal Access 60 min	ELD/ Universal Access	ELD/ Universal Access	ELD/ Universal Access	ELD/ Universal Access	ELD/ Universal Access	ELD/ Universal Access
11:40- 12:00	Theater Arts	Music	Library	Computer	Garden Lab		Math
12:00- 12:40	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-1:30	Math 50 min.	1:24 dismissal	Math	Math	Math	Math	12:44 dismissal
1:30- 2:24	Science Social Studies Health		Science Social Studies Health	Science Social Studies Health	Science Social Studies Health	1:49 dismissal	

Enrichment:	Tuesday	Wednesday	Thursday	Friday
	Music/ P.E. Coach	Library	Computer Wise Kids	Garden Lab

First Grade Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:00 -8:15	BIC Breakfast in the Classroom	BIC	BIC	BIC	BIC	BIC	BIC
8:20-8:40	P.E.	P.E.	P.E.	P.E.	P.E.	P.E.	P.E.
8:45- 10:05	ELA & ELD 80 min	ELA & ELD	ELA & ELD	ELA & ELD	ELA & ELD	ELA & ELD	ELA & ELD
10:10- 10:30	Recess	Recess	Recess	Recess	Recess	Recess	Recess

10:30-11:30	ELA/Universal Access 60 min	ELA/Universal Access	ELA/Universal Access	ELA/Universal Access	ELA/Universal Access	ELA	ELA
11:30-12:00	Math 30 min	Math	Math	Math	Math	Math	Math
12:00-12:40	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>
12:40-1:30	Math 30min.	1:24 dismissal	Math	Math	Math	Math	12:44 dismissal
1:30- 2:24	Science Social Studies Health		Science Social Studies Health	Science Social Studies Health	Science Social Studies Health	1:49 dismissal	

Enrichment:	Tuesday	Wednesday	Thursday	Friday
	Music/ P.E. Coach	Library	Computer Wise Kids	Garden Lab

Second Grade Schedule

<i>Time</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Shortened Day</i>	<i>Minimum Day</i>
8:00 -8:15	BIC <i>Breakfast in the Classroom</i>	BIC	BIC	BIC	BIC	BIC	BIC
8:15 10:10	Morning Routine ELA/Writing 100min	Morning Routine ELA/Writing	Morning Routine ELA/Writing	Morning Routine ELA/Writing	Morning Routine ELA/Writing	Morning Routine ELA/Writing	Morning Routine ELA/Writing
10:10-10:30	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>
10:30-10:50	P.E.	P.E	P.E	P.E	P.E	P.E	P.E
11:00-12:00	ELD/Universal Access 60 min	ELD/Universal Access/ Math (16 min.)	ELD/Universal Access	ELD/Universal Access	ELD/Universal Access	ELD/Universal Access	Math
12:00-12:40	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>
12:40-1:40	Math 60min.	Math 44 min	Math	Math	Math	Math	12:44 dismissal
1:40- 2:24	Science Social Studies Health	1:24 dismissal	Science Social Studies Health	Science Social Studies Health	Science Social Studies Health	1:49 dismissal	

Enrichment:	Tuesday	Wednesday	Thursday	Friday
	Music/ P.E. Coach	Library	Computer Wise Kids	Garden Lab

Third Grade Schedule

<i>Time</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Shortened</i>	<i>Minimum Day</i>
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						Day	
8:00 -8:15	BIC <i>Breakfast in the Classroom</i>	BIC	BIC	BIC	BIC	BIC	BIC
8:15 10:10	ELA/ELD 115 min including 60 Min. of ELD	ELA/ELD	ELA/ELD	ELA/ELD	ELA/ELD	ELA/ELD	ELA/ELD
10:10- 10:30	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>
10:30- 11:00	Universal Access	Universal Access	Universal Access	Universal Access	Universal Access	Universal Access	P.E.
11:00- 12:00	Math 60 min	Math	Math	Math	Math	Math	Math
12:00- 12:40	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>
12:40- 1:100	P.E	P.E	P.E	P.E	P.E	P.E.	12:44 dismissal
1:40- 2:24	Science Social Studies Health	1:24 dismissal	Science Social Studies Health	Science Social Studies Health	Science Social Studies Health	1:49 dismissal	

Enrichment:	Tuesday	Wednesday	Thursday	Friday
One per day	Music P.E. Coach Garden Lab	Library Computer Wise Kids	Computer Wise Kids Orchestra	Library Garden Lab

Fourth Grade Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:00 -8:15	BIC <i>Breakfast in the Classroom</i>	BIC	BIC	BIC	BIC	BIC	BIC
8:15 10:10	ELA/ELD 115 min including 60 Min. of ELD	ELA/ELD Universal Access	ELA/ELD Universal Access	ELA/ELD Universal Access	ELA/ELD Universal Access	ELA/ELD	ELA/ELD
10:10- 10:30	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>
10:30- 11:00	P.E.	Math	P.E.	P.E.	P.E.	P.E	P.E.
11:00- 12:00	Math 60 min	Math	Math	Math	Math	Math	Math
12:00- 12:40	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>

12:40-100	Reading	Reading	Reading	Reading	Reading	P.E.	12:44 dismissal
1:40- 2:24	Science Social Studies Health	1:24 dismissal	Science Social Studies Health	Science Social Studies Health	Science Social Studies Health	1:49 dismissal	

Enrichment:	Tuesday	Wednesday	Thursday	Friday
One per day	Music P.E. Coach Garden Lab	Library Computer Wise Kids	Computer Wise Kids Orchestra	Library Garden Lab

Fifth Grade Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:00 -8:15	BIC <i>Breakfast in the Classroom</i>	BIC	BIC	BIC	BIC	BIC	BIC
8:15 10:10	ELA/ELD 115 min including 60 Min. of ELD	ELA/ELD Universal Access	ELA/ELD Universal Access	ELA/ELD Universal Access	ELA/ELD Universal Access	ELA/ELD	ELA/ELD
10:10- 10:30	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>
10:30- 11:00	P.E.	Math	P.E.	P.E.	P.E.	P.E.	P.E.
11:00- 12:00	Math 60 min	Math	Math	Math	Math	Math	Math
12:00- 12:40	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>
12:40-100	Reading	Reading	Reading	Reading	Reading	P.E.	12:44 dismissal
1:40- 2:24	Science Social Studies Health	1:24 dismissal	Science Social Studies Health	Science Social Studies Health	Science Social Studies Health	1:49 dismissal	

Enrichment:	Tuesday	Wednesday	Thursday	Friday
One per day Schedule subject to change	Music P.E. Coach Garden Lab	Library Computer Wise Kids	Computer Wise Kids Orchestra	Library Garden Lab

Mathematics Placement Act

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

High School Exit Examination

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

The Enadia Way Technology Charter leadership team, with input from all teachers, will determine the professional department plan by reviewing student needs. Weekly professional development will be designed according to district- and state-mandated requirements along with the school's specific needs. Keeping with the charter plan, professional development will include an emphasis on blended learning integrating the use of technology with state curriculum. Teachers who are members of the Blended Learning Cohort, Literacy Cohort, and Arts Cohort will conduct turn-around trainings to educate all staff. Enadia Way Technology Charter will continue to participate in local-district network professional developments including, but not limited to, Common Core mathematical practices, math and number talk, mentor writing, close reading, and implementation of the NGSS.

Enadia Way Technology Charter will use its association with outside vendors such as SmartBoard and Computer Wise Kids to conduct professional development to integrate the school's technology equipment and software with the Common Core standards. In addition, staff will share best practices using software from LEXIA Core 5 and Imagine Learning to address the needs of English Learners and students in need of intervention.

In order to address the needs of specific students, Enadia Way Technology Charter will meet regularly at grade-level meetings to provide the opportunity to analyze formative and summative assessments and collaborate on how to best meet the students at each grade level. The testing coordinator will help train staff in using the SBAC interim assessments to prepare students for the end-of-year tests.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Enadia Way Technology Charter continues to work with English Learners to ensure that they acquire English language skills to access the core content in order to succeed in a mainstream classroom. Students will receive 60 minutes of designated ELD instruction and integrated ELD to access the core curriculum with appropriate scaffolds using SDAIE. Content will be developed from California English Language Development Standards and EL Standards.

The Principal and EL Designee work with teachers, EL parents, ELAC, and students to ensure that the District's English Learner Master Plan is being followed and accountabilities are being met. They also ensure that teachers receive support in meeting the goals of each student by meeting regularly to examine English Learner rosters and EL Progress Profiles found on MISIS. Students who are not making adequate progress will be referred to SSPT. There is open communication with parents through our monthly ELAC/Council meetings. Topics include CELDT/ELPAC testing, CAASPP SBAC testing, Common Core State Standards, California State ELD Standards, program elements, and reclassification, the importance of regular school attendance, Master Plan Program choices.

Enadia Way Technology Charter provides English Learners with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners are: (1) based on sound educational theory, (2) adequately supported with trained teachers and appropriate materials and resources, and (3) evaluated to make sure the program is successful and modified by using classroom observations of Designated and Integrated ELD and monitoring ELD schedules.

Enadia Way Technology Charter follows the Master Plan for the education of our English Learners to provide opportunities for English Language Development students to become fluent and literate in English and reclassify within 5 years of initial identification. The EL designee works closely with teachers by presenting professional development, planning and implementation of meaningful ELD lessons. Teachers incorporate many resources and strategies in their daily Designated ELD lessons and Integrated ELD instruction. Specific instructional strategies used include SDAIE techniques including use of constructive conversation norms and skills, realia, total physical response, think pair share, scaffolding, reciprocal teaching, collaboration, thinking maps, blended learning and presentations. Teachers also use the District adopted reading series for planning standards based lessons that correlate to ELA

standards incorporating Visual Text and Mentor Text and specific fiction and nonfiction passages.

Enadia Technology Charter's goals for our English Learners are to move students up by at least one English development level each year, while maintaining a positive self-image toward their own cultural background. In order to identify potential English Learners, Enadia Technology Charter will include the home language survey as part of the enrollment forms upon a student's initial enrollment into the school. All students who indicate that their home language is other than English will take the California English Language Development Test (CELDT). The results of this test will determine if they are EL or not. The CELDT will be given through 2017 and the ELPAC will then be used in Spring 2017 for all annual ELD's and Fall 2018 for all Initial ELD students. Students will continue to take the ELPAC in the spring until they reclassify using LAUSD reclassification standards.

Enadia Way Technology Charter follows the Los Angeles Unified School District's Master Plan for the education of English Learners to provide opportunities for non-English speaking students to become fluent and literate in English. Since the EL student numbers are low in each grade level, students are clustered together within each grade. The classroom teacher provides EL instruction within the classroom to meet the daily guidelines of 60 minutes for levels 1-3 and 45 minutes for levels 4 and 5.

Enadia Way Technology Charter follows the new ELD guidelines of providing English Learner students with a high quality program that will enable them to become proficient in English and to develop skills and confidence in reading, writing, speaking, and listening. By analyzing the results of the CELDT, DIBELS, and classroom performance, the teacher bases the EL instruction on if the students are emerging, expanding, or bridging in each area of the ELD standards to include; Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Based on the student's level of communication; collaborative, interpretive, or productive, they create lessons to meet the needs of the students. Teachers incorporate into their lessons many opportunities to engage in dialogue with others by exchanging information and ideas and offering opinions on both fictional and non-fiction topics. They read stories aloud as EL students actively listen and answer questions about what was read and read closely to explain ideas from the readings. The ELD standards are used along with CA CCSS to provide a comprehensive program for all EL students.

Beginning in 2016- 2017 school year Enadia Way Technology Charter will have a Intervention Teacher who will work closely with teachers to provide support and intervention for EL students. Struggling EI students will be identified by the annual CELDT results, DIBELS, Smarter Balance Assessments, and class work and will be provided with instruction in identified areas of difficulty.

Long Term English Learners (LTEL) will be identified by the number of years they have been in the EI program and teachers along with the Targeted Student Population

Coordinator will analyze their CELDT results, DIBELS scores, and class work and determine what new strategies can be used to help them achieve proficiency in English. They will also be evaluated to see if they have a processing problem or a learning disability.

Each year in collaboration with the principal, EL designee, and the teachers, Enadia Way Technology Charter will evaluate their EL program by:

- Monitoring that all students identified on the home language survey were given the CELDT.
- Monitoring that all annual CELDT tests/ELPAC were given.
- Monitoring the reclassification of ELD students
- Monitoring that the minimum daily EL instructional minutes requirements were met.
- Monitoring that the ELD standards were incorporated into classroom lessons.
- Monitoring the CELDT, ELPAC, DIBELS, and grades of our EL students.

The progress of EL's, RFEP's, and LTEL's will be evaluated by their DIBELS scores, grades, class work, teacher observations, and CELDT/ELPAC results where applicable.

The teacher will work with the Principal, EL designee and the SSPT Chair (for grades K-1 or students missing a grades for reclassification) to reclassify EL students based on the following LAUSD reclassification criteria. In order to reclassify, students in grades 2-5 need an annual CELDT/ELPAC overall score of 4 or 5 with scores of 3 or higher in listening, speaking, reading, and writing. In addition, the teacher has evaluated the student and given a progress report grade of 3 or 4 in ELA in reading, writing, listening, and speaking, and the student has benchmark scores on all subtests of DIBELS on the MOY or EOY assessments. The MOY assessment scores may only be used for reclassification purposes until the EOY assessments are given. The school will consult with the parent or guardian and obtain their final approval. Once it has been determined that a student has met all the criteria to be reclassified the school will reclassify the student using MiSiS. For students in grades K-1, the students need either an overall CELDT score of 4 with scores of 4 or higher in reading, writing, listening, and speaking, or an overall CELDT score of 5 with scores of 3 or higher in reading, writing, listening, and speaking, report grades of 3 or 4 in ELA reading, writing, listening, and speaking, benchmark scores on all the subtests of DIBELS in MOY or EOY, and consult with the parent or guardian to obtain approval. The teacher must submit to SSPT for approval and then sends all documentation to the district for final approval.

The goal for English Learners identified in Kindergarten continues to be reclassification by the end of second grade or the beginning of third grade. Percentage of Long Term English Learners (ELD Students who have not yet reclassified within 5 years):

Year Percentage
2013-2014: 4%
2014-2015: 7%
2016-2017: 7.1%

Percentage of students enrolled that are English Language Learners:

Year Percentage
2012-2013: 11.8%
2013-2014: 12.4%
2014-2015: 12.8%

Reclassification rates for Enadia Way Technology Charter:

Year Percentage
2013-2014: 17.4%
2014-2015: 36.7%
2015-2016: 4.3%

English Language Learners who score at benchmark on DIBELS: Year Percentage Fall 2016: 50%

Teachers are working towards increasing the number of EL's at benchmark each year in all DIBELS subtest and by achieving "standard met" on the ELA part of the SBAC tests.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing in accordance with the "General Fund School Program Manual" or equivalent as it may change from time to time.

Classroom teachers implement Sandra Kaplan's Depth and Complexity Curriculum for our Gifted Students. Teachers are encouraged to attend frequent trainings to improve learning to further implement the gifted curriculum thus better servicing those students identified as GATE. Teachers use differentiation to increase the complexity of project-based learning. Gifted Learners are encouraged to participate in various leadership roles (Student Council, Service Projects that service the community needs, and extra curricular activities such as the highly popular after school Code Club). Enadia Way's main focus is to target our sub-groups to increase the number of students identified as gifted by administering the annual District mandated OLSAT-8 (Otis Lennon Student Academic Test).

GATE students are provided with lessons and assignments that encourage students to strengthen their cognitive thinking skills. The curriculum is differentiated to meet the needs of the gifted student. Teachers use the differentiated strategies of compacting, questioning, tiered assignments, flexible grouping, independent projects, and classroom learning centers. Students demonstrate their comprehension and knowledge of subject matter by analyzing, defining, describing, and identifying what they have learned. They are asked to demonstrate their understanding and to analyze each subject using the higher levels of thinking skills as described DOK (Depth of Knowledge). The GATE Coordinator identifies students as early as possible, based on the criteria established by

LAUSD. When a classroom teacher recognizes advanced achievement of a student or higher level critical thinking skills, the student is referred to the GATE Coordinator for possible testing. Enadia Technology Enriched Charter continues to use LAUSD's GATE identification process and policy. Teachers are notified of professional development opportunities to enhance their knowledge and understanding in meeting the needs of GATE students.

Students Achieving Below Grade Level

Enadia Way Technology identifies below grade level achieving students by focusing on data provided by DIBELS, IAB's, classroom work samples, teacher input and observation, SBAC, and report card grades. Enadia Way Technology addresses the needs of below grade level students by providing additional academic support in specific areas of need.

Strategies are designed to help these students in their problem areas. They are progressed monitored throughout the year to see if they are progressing and if not, strategies are adjusted to meet their needs. Teachers and administration will monitor student's progress and determine additional interventions. These students will be provided intervention during school to address their specific weaknesses in achievement through small group and individualized instruction with the classroom teacher and teacher assistant, pull-out classroom support with the Intervention Teacher, and possibly after school tutoring based on individual student need. Some students receive specialized support in the Learning Center with the Resource Specialist teacher as a pre-referral strategy. The goal is to have each student performing at least at the proficient level.

Socioeconomically Disadvantaged Students

Enadia Way Technology Charter meets the needs of socioeconomically disadvantaged students separate and apart from the needs of low achieving students. As a Title I school, at least 65% of our students are classified as socioeconomically disadvantaged students. Students offered services are identified at the beginning of each school year through the Student Residency Questionnaire, Meal Application Survey, Title VII Student Eligibility Certification, and Migrant Education Program.

In order to meet the needs of students in this group, Enadia Way uses Title I, Title I Parent Involvement, and Title III funds to provide services and supports through Enadia's Single Plan for Student Achievement (SPSA). The school's School Site Council (SSC) and Governance Committee determine the allocation of Title I resources by analyzing student data to support students in this sub-group. Enadia Way will ensure that all students in this sub-group are provided with the necessary tools and academic support to succeed academically. Regardless of their socioeconomic status, all students are provided with equal opportunities to succeed. Enadia Way monitors the progress of students in this group by analyzing MyData results such as DIBELS, CELDT, interim

assessments, publisher-created assessments, and formal and informal teacher observations.

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

The District Affiliated 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 District Affiliated Charter School.

The District Affiliated 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 District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated 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 District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

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

The District Affiliated Charter School is responsible for the management of its, personnel, programs and services. The District Affiliated 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 District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

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

c. Assessments

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 District Affiliated 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 District Affiliated 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 District Affiliated 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 District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parent's written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional

strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

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

g. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated 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 District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District

and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

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

4. Funding of Special Education

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

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

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

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 District Affiliated Charter School staff as well.

***Modified Consent Decree Requirements**

All District affiliated 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 nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of 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 any 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 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 all District authorized schools, including District affiliated charter schools, to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Students in Other Subgroups

In order to meet the needs of our various subgroups, such as Foster Youth, Homeless Youth, and Standard English Learners, Enadia Way Technology Charter combines the traditional educational methods commonly practiced in schools with a variety of innovative educational opportunities. These opportunities may include participation in social awareness groups, access to technology, enrichment programs, field trips and daily differentiated curriculum.

Students in other subgroups will be identified by information provided in the enrollment packet. Students in subgroups such as foster youth, homeless, etc. will be monitored throughout the year to determine progress and any supports that may be provided. Monitoring will be done by the classroom teacher and will consist of gathering data from assessments, student work samples, tests, observations, attendance and discipline data.

Students indicating that they are struggling in any area (academics, attendance, behavior) will be brought to the attention of the Student Success Team (SSPT). A meeting will be held with the appropriate participants which will include the administrator, teacher, parent(s)/guardian(s) and other pertinent personnel such as nurse, PSA counselor or school psychologist. During the SSPT meeting, strengths and areas of challenge will be identified and an action plan will be determined to help meet the student's identified needs. Support will be provided as appropriate either through academic services (Learning Lab, Resource Program, Intervention Aide), behavior supports (social group, counseling) or attendance support through the Pupil Services Attendance Counselor.

“A TYPICAL DAY”

At Enadia Way Technology Charter a typical day begins at 7:30 a.m. when the Campus Aide opens the MPR allowing parents to drop off their children early in a safely supervised environment. At 7:40 a.m. the students move from the MPR to the lunch pavilion area so that the Campus Aide may open the Main Gates of the school. Enadia Way is a locked campus before school and during the instructional day. Only students and staff members are allowed on campus. Parents and other visitors must gain permission to enter the campus through the Main Office. At 7:40 additional supervision arrives and the kindergarten and Main Gates are used for morning drop off. All students in 1st-5th are encouraged to walk the Morning Mile around the track on the school playground while the kindergartners stay safely in the kinder yard until the first bell rings at 7:55 a.m. When the first bell rings all students walk to the lunch pavilion where they line up with their class and wait for their teacher.

A typical Monday (or whichever day is the first day of school week) starts promptly with the Morning Assembly at 8:00 a.m. in the lunch pavilion area. The principal leads the assembly with Student Council members. The Student Council members lead the school in the Pledge of Allegiance and the patriotic song, which changes monthly. After the Pledge, the Student Council reads the weekly nutrition tip, which they have previously researched. They then lead the student body in the Nutrition Chant which is painted in a mural on the cafeteria wall. This is followed by important announcements by the principal and then the student body recites the 3 school rules and 1 personal goal (Be Safe, Be Respectful, Be Responsible and Be Healthy). The Student Council draws one Caught Being Good ticket from each grade level envelope in the treasure box. The principal announces the winners and initials the ticket. These selected students use the ticket to redeem a free prize on Friday after school. The principal then dismisses the student body to look to their teachers for directions and go to class.

On any typical day, the students have Breakfast in the Classroom from 8:00-8:15 while the teachers take attendance and show Tumblebooks (online read alouds) on the Smartboards. Students not eating breakfast may read or use online software programs to improve skills such as LEXIA Core5, SumDog, or Accelerated Reader.

After BIC the classrooms begin the weekly schedules as outlined under “Academic Calendar and Schedules.” Scheduling flexibility is encouraged as the teachers adhere to state and District instructional minute mandates in the areas of ELD, ELA, Math, and P.E. while also teaching Social Studies/History, Science, Health, the Arts and other enrichment lessons (library research, garden lab, theatre, orchestra, vocal music, Opera, computer lessons, assemblies, field trips) throughout the school day. Scheduling flexibility is also maintained to support the Intervention program so that pull-out reading intervention and resource specialist support are taught during Universal Access time when the teachers are differentiating the curriculum for small groups of students and not teaching a directed lesson.

On most Thursdays after school students, administration, and community members participate in our Farmer’s Market. Students assist the parent/community members by harvesting crops from the school’s garden in the morning. Parent/community volunteers wash and bundle the produce. The Farmer’s Market is set up in front of the school and is open to the general public. Parents and community members are encouraged to select their fresh produce and give their donations to the school for the benefit of the garden program. The Farmer’s Market is from 2:00-3:30 p.m.

Enadia Way’s small size allows all students and teachers one twenty-minute recess together and one forty-minute lunch together. This allows all children the ability to play with one another and the entire teacher staff to enjoy a communal lunchtime with their colleagues. All teacher assistants also share one break schedule so that they may enjoy the company of their colleagues.

Dismissal on a typical day is at 2:25 p.m. (1:25 p.m. on Tuesdays). The kindergarten and Main Gates are opened so that parents may enter the campus to retrieve their children and check in with the classroom teachers. Approximately 100 students remain in the after school programs run by Beyond the Bell. Students in grades Kindergarten-5th join the after school enrichment Youth Development Program (YDP) and other students in 2nd-5th join the Youth Services (YS) after school playground program. Both programs are free of charge, serve a free supper, offer homework help, sports recreation, enrichment, and remain open until 6pm every night of the school week.

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

Refer to Element 1 “LCFF State Priorities Tables” for Enadia Way’s measurable goals.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Refer to Element 1 “LCFF State Priorities Tables” for Enadia Way’s summative assessment outcomes.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

Refer to Element 1 “LCFF State Priorities Tables” for Enadia Way’s formative assessment outcomes.

DATA ANALYSIS AND REPORTING

Enadia Way utilizes a variety of data sources when analyzing student outcomes and academic performance. The data collected includes: annual attendance data (96% attendance rates, chronic truancy), BOY, MOY, and EOY DIBELs (early literacy) benchmark scores (K-5), District made Interim Assessments in ELA and Math(K-2), SBAC IAB results (fall and winter, 3rd-5th) in ELA and Math, spring SBAC results (3rd-5th) in ELA and Math, EOY report card marks of 3 or better in ELA and Math (K-5), EOY NGSS Science summative tests (5th grade), Fitnessgram results (5th grade), end of year English Learner reclassification rates, LTEL reduction rates, ELPAC scores (K-5), annual School Report Card results and School Experience Survey results. The school also uses student reports generated from software based literacy programs used widely throughout the school from Accelerated Reader Star Reports and LEXIA Core5 student reports.

These data sources are used to identify students in need of enrichment and accelerated instruction and students in need of strategic intervention and remediation. Depending on how the individual students are performing, the instructional staff uses this data to group students and provided targeted, differentiated instruction. Parents are formally conferenced with two times a year, and then throughout the year as needed, and given the results of their child’s performance during each reporting period. The teachers provide the formative assessment data to the administration throughout the school year

so that students needing intervention are identified early and referred to the Intervention teacher and Learning Center. Student progress is discussed at grade level meetings and students are grouped for strategic instruction. Students of concern are referred to the SSPT committee for review and students of exception are referred to the GATE coordinator for possible identification.

Individual attendance data is provided to parents every 50th, 100th, and 150th day of school so that parents know exactly how many absences, tardies, and early outs their child has accumulated thus far and whether or not they meet the District's standards for 96% proficiency. Classroom attendance data is provided at monthly awards assemblies and individual students are rewarded for proficient or perfect attendance at every reporting period. Students with chronic truancies and/or absences are issued numerous letters and referred to the PSA Counselor for follow up through the SARB process.

Schoolwide data, including the results of the School Report Card and School Experience Survey, is reviewed with the school community during Council Meetings, Parent Meetings, published on the school's website and discussed in the weekly Principal's Message at the time the results are known. Parents are encouraged to attend Council/Leadership meetings to provide input and recommendations for improvement and continued success.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

The District reserves the right to appoint a non-voting single representative to Charter School’s local governing council.

LEGAL AND POLICY COMPLIANCE

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

STAKEHOLDER INVOLVEMENT

Enadia Way Technology Charter applies for a waiver annually to establish a joint Local School Leadership/Governance Council so that it mirrors the composition of the

School Site Council, with 50% staff and 50% parents/community members. Those individuals selected for the SSC shall also be the members of the Local Leadership/Governance Council. In the beginning of each school year parents are encouraged to join the council through communication in the weekly Principal's Message, through flyers and posters, through telephone/email announcements, during Kindergarten Orientation, the annual Title 1 meeting, and Back to School Night. Throughout the school year all parents are encouraged to attend the open public meetings through flyers, announcements in the Principal's Message and posted agendas.

Once the Council membership is established, meetings are held a minimum of 6 times a year. During these meetings stakeholders (including parents, staff, and administration) and members of the school community work together to develop and approve the LCAP and annual updates. They also work together to develop and approve the SPSA. All decisions regarding the school's educational program and the alignment of funds with policy and educational priorities is shared and discussed with this stakeholder group. The principal will discuss alignment of expenditures with student needs at regularly scheduled faculty meetings the day before the Council meeting is held so that staff members can be involved in the planning and decision making process before it is taken to Council for approval. Members of the Council (including parents and staff) will also form sub-committees to conduct research before significant purchases are made using categorical funds. All meetings are open to the public.

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

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

CERTIFICATED PERSONNEL

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and class assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the

District retains the right to make such assignments in cases in which no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

CLASSIFIED PERSONNEL

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. 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 in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Safe School Plan), and keep it readily available for use and review upon District request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

As a District affiliated charter school, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors),

and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).) Charter School shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the former attendance area of Charter School. (Ed. Code § 47605(d)(2)(B).)

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

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

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence

in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

Enadia Way is a school-wide Title 1 school and PHBAO (Predominantly Hispanic, Black, Asian, and Other Non-Anglo) school. The school serves students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities in the general education setting. Enadia Way recruits and reaches out to the community for new students by participating in the annual Local District STEAM fest (student recruitment fair), which is an intergenerational access, and equity community event in which members of the community learn about the programs offered at the school. An updated school calendar is kept on the school's website and one formal school tour is offered every spring (after the fest) in addition to individual school tours as requested throughout the year.

Random Public Lottery Drawing Process

Enadia Way has not participated in Open Enrollment since its inception. Regardless of whether it expects to reach its capacity, Enadia Way shall conduct a lottery to establish a wait list from which it can draw in the event it does not reach its capacity. Enadia Way communicates the application process through its website and the weekly Principal's Message which is email blasted to all members of the school. The lottery application window opens the last Monday in January. The lottery application form is available on the website and in a lottery binder in the Main Office.

Prospective parents of non-resident students fill out the lottery application. The application is electronically time stamped upon arrival. The parent is given a number, which corresponds to the number assigned to the bottom of the lottery application. The parent is told the date and time of the lottery drawing. The prospective student's name is written in a logbook in the lottery binder. The original application is kept in the lottery binder and a copy is given to the parent.

The lottery application window closes a week after the School Tour, which is held after the STEAM Fest. Parents are notified in writing that the Lottery Application deadline is at 4pm on the Friday that the window closes. The random public lottery drawing is conducted at 10:00 a.m. on the Friday 5 days following the application deadline. The random public drawing is conducted in Enadia Way's MPR and is open to the public. Parents do not need to be present during the drawing.

Enadia Way's principal and office technician hold the random public drawing. A large whiteboard is wheeled in front of the auditorium. A podium is beside the whiteboard. There are 7 clear plastic cups displayed along the podium with the grade levels written on the cups (TK, K, 1, 2, 3, 4, 5). In the cups are lottery chips with numbers written on them. The numbers correspond to the student number given to each prospective parent

at the time the application is submitted. On the whiteboard the principal writes the grade levels with adequate space beneath it to list the numbers drawn in the order drawn.

Grade by grade, students' numbers are first randomly drawn by those who reside within LAUSD's boundaries, but outside of Enadia's and then those who reside outside of LAUSD's boundaries, but within the state of California

The principal starts with TK and shakes each cup and pulls out a chip, one by one. The office technician writes the number of the chip drawn under the corresponding grade level heading. The chips are drawn until the cup is empty. The principal proceeds with the next grade level until all the cups are empty and all of the students' numbers have been listed on the whiteboard in the order drawn.

On years where all students are waitlisted at the time of the drawing, the principal indicates that on the whiteboard. On years where a known number of students will be accepted from each grade level at the time of the drawing, the principal draws a line under the last number to be accepted and the word "wait list" is written next to the remaining numbers not selected at that time.

A photograph is taken of the whiteboard and immediately uploaded onto the school's website homepage. Students who are randomly selected from the various grade levels are then immediately telephoned and emailed notifying them of their acceptance. Parents are informed that they must accept within 48 hours of being notified, or risk having their child's place being given to the next person on the waitlist.

Non-resident students applying after the application period shall be added to their respective waitlist in the order of application.

If, at the beginning of or during the school year, space becomes available, Enadia administration may offer enrollment to students in order from the grade-level waitlists. An administrative representative will contact these prospective students' families by phone or email and notify them of open positions and also notify them when the application will be due. The prospective student's family will have 48 hours to reply, or risk having their spot being given to the next person on the waitlist.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

Charter School shall implement proper disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the

Rehabilitation Plan of 1973, and District policies and procedures. In the case of a student who has an IEP, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator shall 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 Charter School's failure to implement 504 Plan?

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School shall notify the Superintendent of the school district of the student's last known address within 30 days of the expulsion, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School: Enadia Way Technology Charter
c/o School Principal
22944 Enadia Way
West Hills, CA 91307

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal

delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

The 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 provision of the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status.

CLOSURE PROCEDURES

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

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

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

notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

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

ADDITIONAL PROVISIONS

FACILITIES

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

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.

FISCAL MATTERS

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