



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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## ENCINO CHARTER ELEMENTARY

A DISTRICT AFFILIATED CHARTER SCHOOL

16941 Addison Street Encino, CA 91316

### Renewal Petition

Submitted  
February 21, 2017

**TERM OF PROPOSED CHARTER**

**JULY 1, 2017 TO JUNE 30, 2022**

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## ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Encino Charter Elementary School (also referred to herein as “Encino CES”, “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>Marcia Koff, Principal</i>
• The address of Charter School is:	<i>16941 Addison Street Encino, CA 91316</i>
• The phone number for Charter School is:	<i>818-784-1762</i>
• Charter School is located in LAUSD Board District:	<i>#4</i>
• Charter School is located in LAUSD Local District:	<i>Northwest</i>
• The grade configuration of Charter School is:	<i>K-5</i>
• The number of students in the first year of this Charter will be:	<i>570</i>
• The grade levels of the students in the first year will be:	<i>K-5</i>
• Charter School’s scheduled first day of instruction in 2017-2018 is:	<i>August</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>584</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>8:03 am to 2:31 pm 8:03 am to 1:31 pm (Tuesday)</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**

As an Affiliated Charter School in our community, Encino Charter Elementary will provide prospective students an opportunity to attend an award-winning, innovative, vision-driven, shared-leadership school dedicated to the success of each child.

In 2012 Encino Elementary converted to affiliated charter status, our student enrollment has grown from 551 in 2012 to our current enrollment of 572 in 2017. We have a wait list of approximately 300 students every year. Our Academic Performance Index grew from 936 in 2011 to 951 in 2012 and we have continued to outperform benchmarks established by the state and our local district.

As an affiliated charter we compete for students with LAUSD schools, private and parochial schools and Independent Charter Schools. Our objective is to provide our community members an option to attend a competitive school that provides students with an academically challenging, emotionally nurturing school with a diverse student population.

With our kindergarten through 5<sup>th</sup> grade program, Encino Charter looks to attract the families from our surrounding neighborhoods who have elected to send their children to a school of choice. As a neighborhood school offering a solid academic foundation in all the core curricular areas, balanced with arts, technology and character education, Encino CES will continue fostering a community atmosphere within the Charter School and create a welcoming environment for local families. At Encino CES we will continue developing educational programs based on various student groupings that best meet the needs of these students.

## **SURROUNDING SCHOOLS - DEMOGRAPHIC AND PERFORMANCE DATA COMPARISONS**

## SURROUNDING SCHOOLS - COMPARISON DATA FROM SURROUNDING SCHOOLS

LD	BD	Loc Code	School	Sub group	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard
NW	4	3616	<b>Encino Charter Elementary</b>	All	289	8	14	30	48	272	7	14	24	55
			<b>Like Schools</b>											
NW	3	2335	Beckford Charter for Enriched Studies	All	314	12	25	27	36	327	12	17	27	44
NW	3	7422	Van Gogh Charter	All	275	12	22	35	32	258	16	15	32	37
<b>CDE Median</b>				All	289	12	22	30	36	272	12	15	27	44
<b>Resident Schools</b>														
NW	3	3589	Emelita Academy Charter	All	189	35	26	25	14	182	30	23	26	21
NW	4	5452	Nestle Avenue Charter	All	284	29	24	26	22	269	28	22	23	27
NW	3	4849	Lemay Street Elementary	All	180	16	32	34	18	188	21	25	27	27
NW	3	2323	Bassett Street Elementary	All	403	55	23	15	7	396	52	21	18	9
NW	3	7411	Vanalden Avenue Elementary	All	211	32	35	26	7	214	41	22	28	9
NW	3	4110	Gault Street Elementary	All	175	65	21	13	2	180	46	29	18	7
NW	6	5479	Newcastle Elementary School	All	199	34	27	20	20	210	28	23	30	19
NW	6	2110	Anatola Avenue Elementary	All	203	59	24	13	5	210	56	20	14	10
NW	3	7836	Winnetka Avenue Elementary	All	210	40	31	21	8	219	32	22	32	13
NE	6	7432	Columbus Avenue Elementary	All	243	60	24	12	4	242	57	21	17	5
NW	4	4764	Lanai Road Elementary	All	262	9	13	37	41	255	4	16	28	52
NW	3	6712	Shirley Avenue Elementary	All	248	43	29	20	9	239	29	30	25	16
NE	3	4726	Kester Avenue Elementary	All	467	13	20	28	38	456	13	14	24	49
<b>Resident Schools Median</b>				All	211	35	24	21	9	219	30	22	25	16

School	Total Enroll #	% F/R Meal	% GATE	% EL	% Latino	% White	% Af. Amer.	% Asian	% Fili.	% Am Indian	% Pacific Island	% Two or More
<b>Encino Charter Elementary</b>	<b>554</b>	<b>19%</b>	<b>5%</b>	<b>6%</b>	<b>16%</b>	<b>60%</b>	<b>6%</b>	<b>8%</b>	<b>3%</b>	<b>1%</b>	<b>0%</b>	<b>6%</b>
Beckford Charter for Enriched Studies	615	21%	1%	4%	27%	41%	4%	19%	4%	1%	0%	4%
Van Gogh Charter	513	33%	1%	7%	34%	43%	3%	8%	5%	0%	0%	7%
	<b>554</b>	<b>21%</b>	<b>1%</b>	<b>6%</b>	<b>27%</b>	<b>43%</b>	<b>4%</b>	<b>8%</b>	<b>4%</b>	<b>1%</b>	<b>0%</b>	<b>6%</b>
Emelita Academy Charter	401	66%	7%	29%	47%	34%	9%	4%	1%	0%	0%	4%
Nestle Avenue Charter	571	53%	10%	28%	17%	71%	5%	5%	1%	0%	1%	0%
Lemay Street Elementary	401	74%	2%	21%	78%	12%	4%	2%	1%	0%	0%	1%
Bassett Street Elementary	880	90%	4%	48%	89%	4%	4%	1%	2%	0%	0%	1%
Vanalden Avenue Elementary	432	79%	5%	28%	72%	19%	3%	2%	1%	0%	0%	2%
Gault Street Elementary	408	87%	4%	45%	85%	7%	3%	3%	2%	0%	0%	0%
Newcastle Elementary School	432	85%	3%	38%	81%	10%	2%	2%	3%	0%	0%	1%
Anatola Avenue Elementary	474	85%	5%	43%	79%	8%	3%	3%	4%	0%	0%	1%
Winnetka Avenue Elementary	501	86%	4%	48%	79%	4%	2%	12%	2%	0%	0%	1%
Columbus Avenue Elementary	531	86%	5%	52%	90%	4%	2%	2%	1%	0%	0%	0%
Lanai Road Elementary	559	4%	2%	5%	4%	85%	2%	5%	0%	0%	0%	3%
Shirley Avenue Elementary	535	85%	4%	24%	82%	10%	2%	4%	1%	1%	0%	1%
Kester Avenue Elementary	977	50%	4%	16%	38%	35%	8%	7%	3%	0%	0%	7%
	<b>501</b>	<b>85%</b>	<b>4%</b>	<b>29%</b>	<b>79%</b>	<b>10%</b>	<b>3%</b>	<b>3%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>

## ENGLISH LEARNER RECLASSIFICATION RATE COMPARISON

<b>2015-16</b>	<b>2014-15 # EL</b>	<b>2015-16 # Reclassified</b>	<b>2015-16 Reclassification Rate</b>
Encino Charter Elementary	29	10	34.5%
LAUSD Similar Schools from CDE Median	29	3	13.0%
Resident Schools Median	166	20	13.8%
District	164,349	19,952	12.1%

<b>2014-15</b>	<b>2013-14 # EL</b>	<b>2014-15 # Reclassified</b>	<b>2014-15 Reclassification Rate</b>
Encino Charter Elementary	34	8	23.5%
LAUSD Similar Schools from CDE Median	34	8	26.1%
Resident Schools Median	179	27	17.2%
District	179,322	29,694	16.6%

<b>2013-14</b>	<b>2012-13 # EL</b>	<b>2013-14 # Reclassified</b>	<b>2013-14 Reclassification Rate</b>
Encino Charter Elementary	33	12	34.3%
LAUSD Similar Schools from CDE Median	33	12	34.1%
Resident Schools Median	167	23	11.6%
District	170,797	25,532	13.9%

## STUDENT POPULATION TO BE SERVED

Encino CES Data:

<b>2016-17 ENROLLMENT BY PROGRAM</b>		<b># of Students</b>	<b>% of Students</b>
		<b>2016-2017</b>	<b>2016-2017</b>
<b>Program Group</b>	<b>Program Type</b>	<b>January</b>	<b>January</b>
GIFTED PROGRAM	GIFTED AND TALENTED EDUCATION PROGRAM (GATE)	79	14.0%
<b>Total</b>		<b>79</b>	<b>14.0%</b>
MASTER PLAN PROGRAM	MSTR PLAN PGM - ENG. IMMERSION	30	5.3%
	MSTR PLAN PGM - MAINSTREAM	0	0
	MSTR PLAN PGM - PARENT WITHDRAWN	0	0
<b>Total</b>			
NO STUDENT PROGRAM	NO STUDENT PROGRAM	0	0
<b>Total</b>			
SPECIAL EDUCATION	DIS - RELATED SERVICES	51	9.0%
	RESOURCE SPECIALIST PROGRAM	30	5.3%
	SPECIAL DAY PROGRAM (fully mainstreamed)	11	2%
<b>Total</b>		<b>58</b>	<b>10.3%</b>
TRAVEL PROGRAM	MAGNET	0	
	PUBLIC SCHOOL OF CHOICE	0	
	SPECIAL ED WITH TRANSP	1	
<b>Total</b>		<b>1</b>	
<b>Overall</b>			

Source: MyData 1-24-2017

<b>2016-17 ENROLLMENT BY GRADE</b>		
Grade	# of Students	% of Students
K	95	17
PK	0	0
TK	0	0
01	91	16
02	97	17
03	89	16
04	91	16
05	93	17
Overall	<b>566</b>	<b>100</b>
<b>2016-17 ENROLLMENT BY LANGUAGE CLASSIFICATION</b>		
Language Classification	# of Students	% of Students
EO	471	83%
IFEP	41	7.3%
LEP	31	5.5%
RFEP	20	3.6%
UNKNOWN	-	-
Overall	<b>563</b>	<b>100%</b>

Source: MyData 1-25-17

<b>2016-17 ENROLLMENT BY ETHNICITY</b>			
	Encino CES	Encino CES	LAUSD
Ethnicity	# of Students	% of Students	% of Students
AMERICAN INDIAN/ALASKA NATIVE	-	-	.2%
ASIAN	51	9.1%	4.2%
BLACK	52	9.2%	8.4%
HISPANIC	92	16.3%	74.1%
WHITE	352	62.5%	10.5%
FILIPINO	13	2.3%	2.1%
PACIFIC ISLANDER	3	.5%	.4%
UNKNOWN	-	-	.1%
Overall	<b>563</b>	<b>100%</b>	<b>100%</b>

Source: MyData 1-25-17

## **GOALS AND PHILOSOPHY**

### **Mission and Vision**

#### **Vision Statement:**

At Encino Charter Elementary, we are known as the Explorers because our primary vision is to foster an environment in which our students use critical thinking skills across the curriculum. We work in partnership with parents and the community to educate students beyond the core content knowledge and prepare them to thrive in the 21<sup>st</sup> Century. Encino Charter expects the members of our community to be sensitive to the needs of each other and those outside the walls of our school. In this way, our scholars develop skills based on understanding of the larger world community.

Encino Charter Elementary School is devoted to creating students with a passion for learning and a thirst for knowledge. We align Common Core State Standards with instructional strategies, the curriculum, and educational initiatives so that students can develop a growth mindset and succeed throughout life. Our goal is to educate the whole child through differentiated instruction, research-based teaching strategies, enrichment programs, and interventions that address their social, emotional, and academic needs. We believe, “attendance + participation = an education” and inspire students to be responsible and accountable as active participants in their own education.

Through use of technology and project-based learning, we strive to change how learning is practiced each day. Our goals include:

- Critical Thinking and Problem Solving Skills
- Communication and Collaboration Techniques
- Flexibility and Adaptability
- Initiative, Self-Direction and Perseverance
- Social and Cross-Cultural Skills
- Creativity and Innovation
- Productivity and Accountability
- Leadership and Responsibility

### **What It Means to be an “Educated Person” in the 21<sup>st</sup> Century**

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

An educated person in the 21st century must have the enthusiasm for the type of learning the current time period demands. Innovation is a mindset and learners must be willing to change the way they look at knowledge within a rapidly evolving technological age. An educated person is someone who can clearly express their ideas using a variety of mediums.

Such an individual must be able to communicate, collaborate, navigate, inquire, reason, and problem solve, often utilizing and developing alternative solutions using the scientific method as well as creative and critical thinking skills.

They must be able to adapt to different learning and working environments, people, and groups in an increasingly connected, multicultural, multiethnic society. Learning is global based. The way of learning has changed and we must adapt to that concept also. In order to do so we must encourage students to:

- Persevere through tasks regardless of obstacles
- Use critical thinking skills, problem solving, communication skills, and creativity to explore new facets of learning
- Within our multicultural/diverse Encino community, practice and encourage understanding and empathy involving interpersonal relationships.
- Develop interventions so all learners have equal access to the curriculum.
- Provide opportunities for individually chosen products that encourage different learning styles/modalities.
- Create and develop opportunities to further education in science, technology, engineering, the arts, and math.
- Encourage and guide students towards a clearly defined college/professional path.
- Apply these skills to problem solve difficult tasks and situations.
- Encourage all students to be curious lifelong learners.

A 21<sup>st</sup> Century Educated Person must not only have a solid grasp of basic knowledge, but must also be comfortable using technology to advance their educational goals.

### Use of Technology

Continue to develop curriculum including access to technology on a daily basis. At Encino, technology is used in support of learning programs such as, Accelerated Reader, TenMarks, and Google Classroom. Technology enrichment opportunities include robotics, movie production, power point, research incorporating illustrations, and print.

An Educated Person in the 21<sup>st</sup> Century must display initiative, motivation, curiosity, creativity, and imagination. They must have developed flexibility, self-confidence, and a desire for lifelong learning. Encino Charter Elementary provides multiple opportunities for achievement of these irreplaceable talents and skills

### **How Learning Best Occurs**

#### Learning Best Practices

Encino Charter Elementary works as a community in a triangular model, with the three points representing students, families, and teachers. We support purposeful opportunities

for shared and student initiated learning, and collaborative decision-making. We achieve academic excellence in an environment that is safe, encouraging, and mutually respectful. The teachers at ECES are highly qualified as a result of their ongoing professional development (GATE, district, and local), weekly grade level team meetings, and culture of sharing ideas during Tuesday professional development sessions.

#### Students (Academics)

- Projects, activities, and lessons that require deeper level thinking, are culturally relevant, and include real-world applications
- Content areas are effectively integrated (i.e. Spring STEAM showcase)
- Differentiation of instruction to meet needs of all students
- Rigor in all areas of instruction

#### Students (Learning Environment)

- Students are given tools to problem solve, including thinking maps and prompts
- A positive learning environment based on high expectations and accountability
- Cross age/grade level tutoring, when appropriate
- Academic teacher strengths utilized through fourth and fifth grade rotation
- Multiple resources enhance research-based learning through digital and printed text
- A growth mindset is embraced by teachers and staff, cultivating resilience through hard work and perseverance
- School wide Positive Behavior Support Plan recognizes good behavior choices
- Meeting the social and emotional needs of students through creative use of staff support and weekly after school partnership with Westmark School
- Student garden partnership with our kitchen chef to provide fresh, organic produce for school lunches

#### Teachers

- Teachers engage in ongoing training and coursework to elicit the best and latest techniques in differentiated teaching
- Collaboration among colleagues
- Planning includes strong pedagogical approaches and reflection on lesson effectiveness
- Learning activities are relevant and cognitively engaging

#### School Community

- Parent Education Nights on topics related to parenting school-age children

- Parents, teachers, and students are the foundation of the ECE community through various partnerships within and outside the school hours, including the 5K Run, Campus Clean Up, and community service outreach with UCLA
- The school community furthers learning by supporting a science and computer lab, art program, and P.E twice a week for every child

**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).)

<b>LCFF STATE PRIORITIES</b>	
<b>GOAL #1 – BASIC SERVICES</b>	
<b>STATE PRIORITY #1 – BASIC SERVICES</b> 1. The school will assign 100% of teachers in accordance with their credentials, including subject matter, Special Education and EL authorizations. . 2. The school will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities. 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.	Related State Priorities: <input checked="" 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 <input type="checkbox"/> 6 <hr/> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
<b>Specific Annual Actions to Achieve Goal</b>	
1. Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal and Charter Personnel Committee members. 2. Internal and/or District annual reviews 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. 3. Access to Instructional Materials: School will provide 100% of students access to Standards aligned instructional materials. Annual Williams instructional materials review and certification process. Annual budget review and planning to ensure funds are available for instructional materials. Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal and School Coordinator)	

**Expected Annual Measurable Outcomes**

**Outcome #1:** The school will assign 100% of teachers in accordance with their credentials, including subject matter, Special Education 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:** School Facilities

**Metric/Method for Measuring:** School will achieve and maintain a good overall rating for facilities on the Annual School Experience Survey and other annual reviews of School Facilities.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	“Good” or better rating on annual review					

**Outcome #3:** 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. Each EL student will have full access to ELD program materials and any supplemental materials necessary to provide the student with access to core instruction. Each student with a disability will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.

**Metric/Method for Measuring:**

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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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

### GOAL # 2 – IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS

**State Priority #2: Implementation of State Content and Performance Standards**

- Consistent with the charter, 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.
- For English Learners, the school will meet annual AMAO 1 targets.

**Related State Priorities:**

- |                                       |                            |                            |
|---------------------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1            | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input 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

- 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.
- Annual review and modification of English Language acquisition program for English Learners to ensure adequate yearly progress and access to core curriculum.

- Ensure programs for English Learners are designed to include the new California English Language Development Standards.
- During the period that state standardized test data is unavailable, and consistent with the charter, the school will use the grade-level appropriate internal benchmark assessments (e.g., DIBELS, curriculum-based assessments, and periodic assessments) described in the charter, together with historical data, to estimate/calculate growth API-equivalents schoolwide and for all numerically significant subgroups.

### Expected Annual Measurable Outcomes

**Outcome #1:** Increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments.

**Metric/Method for Measuring:** CAASPP SBAC results for all subgroups.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	At or above Benchmark 78% ELA 79% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
English Learners * not a significant subgroup	*					
Socioeconomically Disadvantaged Students	At or above Benchmark 72% ELA 62% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
Foster Youth * not a significant subgroup	*					
Students with Disabilities	At or above Benchmark 37% ELA 36% Math	>=5% above School baseline 2015-16 proficiency levels	>=6% above School baseline 2015-16 proficiency levels	>=7% above School baseline 2015-16 proficiency levels	>=8% above School baseline 2015-16 proficiency levels	>=9% above School baseline 2015-16 proficiency levels
African American Students	At or above Benchmark 64% ELA 68% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
American Indian/Alaska Native Students * not a significant subgroup	*					
Asian Students	At or above Benchmark 88% ELA 82% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels

Filipino Students* not a significant subgroup	*					
Latino Students	At or above Benchmark 76% ELA 69% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
Native Hawaiian/Pacific Islander Students *	*					
Students of Two or More Races*	*					
White Students	At or above Benchmark 76% ELA 83% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels

**Outcome #2:** 100% of English Learners will meet annual AMAO 1 target.  
**Metric/Method for Measuring:** Annual CELDT data and Reclassification Rate for EL students.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)						
English Learners	<i>Meet or exceed AMAO 1 target</i>					

### LCFF STATE PRIORITIES

#### GOAL #3 – PARENT INVOLVEMENT

**STATE PRIORITY #3: PARENT INVOLVEMENT**

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.

- (1) My child's teachers inform me about my child's academic progress.
- (2) My child is safe on school grounds.
- (3) School staff takes my concerns seriously.
- (4) This school provides opportunities to help me support my child's learning.

**Related State Priorities:**

- 1
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- 4
- 5
- 6
- 7
- 8

**Local Priorities:**

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**Specific Annual Actions to Achieve Goal**

Maintain an effective program for interactive parent and family involvement that includes meaningful opportunities for providing and gathering parental input for decision-making, sharing and receiving information, and teaching and learning how to support the educational program.

Provide guidelines for parents to express and resolve concerns, in accordance with the charter.

Provide information and incentives to encourage parents to complete the annual school survey.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Increase the number of parents completing the annual School Experience Survey.

- (1) My child's teachers inform me about my child's academic progress.
- (2) My child is safe on school grounds.
- (3) School staff takes my concerns seriously.
- (4) This school provides opportunities to help me support my child's learning

**Metric/Method for Measuring:** Percentage of parents completing the annual School Experience Survey.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	85%	86%	87%	88%	89%	89%

**LCFF STATE PRIORITIES**

**STATE PRIORITY #4 : STUDENT ACHIEVEMENT**

**#4 STUDENT ACHIEVEMENT:**

- 1. The school will annually increase the number of students achieving “proficiency” or equivalent on CAASSP English Language Arts and Mathematics assessments.
- 2. The school will meet or exceed state targets (or locally determined equivalent targets while state is developing the new state target) schoolwide, for English Learners, low income students, foster youth, and for all numerically significant subgroups, as required by law and the charter.
- 3. The school will increase the number of English Learners who make adequate annual progress by 3% each year.
- 4. The school will annually increase the number of English Learners who reclassify as Reclassified Fluent English Proficient by at least 2%.

**Related State Priorities:**

- 1       4       7
- 2       5       8
- 3       6

**Local Priorities:**

- :
- :

**Specific Annual Actions to Achieve Goal**

1. 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
2. During the period that state standardized test data is unavailable, and consistent with the charter, the school will use the grade-level appropriate internal benchmark assessments (e.g., DIBELS, curriculum-based assessments, and periodic assessments) described in the charter, together with historical data, to estimate/calculate growth API-equivalents schoolwide and for all numerically significant subgroups in order to measure progress towards and achievement of this goal.
3. Based on analysis of current and historical AMAO 1 (CELDT) results, the school has determined that it needs to improve the number of English Learners who make adequate yearly progress toward language proficiency.
4. Monitor Long Term English Learners (LTEL's) progress (Language Acquisition Team) Utilize Limited Contract Teacher/Intervention Coordinator to target needs of EL students
  - a. Provide after school intervention to EL students prior to annual CELDT test.
  - b. Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas
  - c. Purchase ELD Common Core aligned materials

**Expected Annual Measurable Outcomes**

1. **Outcome #1:** The school will annually increase the number of students achieving “proficiency” or equivalent on CAASSP English Language Arts and Mathematics assessments by 1%, using 2015-16 at the school baseline year.

**Metric/Method for Measuring:** CAASPP SBAC Results for all subgroups

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	At or above Benchmark 78% ELA 79% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
English Learners * not a significant subgroup	*					
Socioeconomically Disadvantaged Students	At or above Benchmark 72% ELA 62% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels

Foster Youth * not a significant subgroup	*					
Students with Disabilities	At or above Benchmark 37% ELA 36% Math	>=5% above School baseline 2015-16 proficiency levels	>=6% above School baseline 2015-16 proficiency levels	>=7% above School baseline 2015-16 proficiency levels	>=8% above School baseline 2015-16 proficiency levels	>=9% above School baseline 2015-16 proficiency levels
African American Students	At or above Benchmark 64% ELA 68% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
American Indian/Alaska Native Students * not a significant subgroup	*					
Asian Students	At or above Benchmark 88% ELA 82% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
Filipino Students* not a significant subgroup	*					
Latino Students	At or above Benchmark 76% ELA 69% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
Native Hawaiian/Pacific Islander Students *	*					
Students of Two or More Races*	*					

**Outcome #2:** The school will meet or exceed state targets (or locally determined equivalent targets while state is developing the new state target) schoolwide, for English Learners, low income students, foster youth, and for all numerically significant subgroups, as required by law and the charter.

**Metric/Method for Measuring:** CAASPP SBAC Results for all subgroups in addition to DIBELS, SBAC Interim Assessments.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	At or above Benchmark 78% ELA 79% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
English Learners * not a significant subgroup	*					
Socioeconomically Disadvantaged Students	At or above Benchmark 72% ELA 62% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels

Foster Youth * not a significant subgroup	*					
Students with Disabilities	At or above Benchmark 37% ELA 36% Math	>=5% above School baseline 2015-16 proficiency levels	>=6% above School baseline 2015-16 proficiency levels	>=7% above School baseline 2015-16 proficiency levels	>=8% above School baseline 2015-16 proficiency levels	>=9% above School baseline 2015-16 proficiency levels
African American Students	At or above Benchmark 64% ELA 68% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
American Indian/Alaska Native Students *	*					
Asian Students	At or above Benchmark 88% ELA 82% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
Filipino Students* not a significant subgroup	*					
Latino Students	At or above Benchmark 76% ELA 69% Math	>=1% above School baseline 2015-16 proficiency levels	>=2% above School baseline 2015-16 proficiency levels	>=3% above School baseline 2015-16 proficiency levels	>=4% above School baseline 2015-16 proficiency levels	>=5% above School baseline 2015-16 proficiency levels
Native Hawaiian/Pacific Islander Students *	*					
Students of Two or More Races*	*					

**Outcome #3:** The school will increase the number of English Learners who make adequate annual progress by 2% each year.

**Metric/Method for Measuring:** CAASPP SBAC Results, report card grades, DIBELS Score benchmark on all DIBELS subtests ), CELDT (advanced or early advanced)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	Score benchmark on all DIBELS subtests 2015-16 66%	Score benchmark on all DIBELS subtests 2015-16 68%	Score benchmark on all DIBELS subtests 2015-16 70%	Score benchmark on all DIBELS subtests 2015-16 72%	Score benchmark on all DIBELS subtests 2015-16 74%	Score benchmark on all DIBELS subtests 2015-16 76%

**Outcome #4:** The school will annually increase the number of English Learners who reclassify as Reclassified Fluent English Proficient by at least 2%.

**Metric/Method for Measuring:** EL reclassification rates

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	2015-16 reclassification rate 34%	36%	38%	40%	42%	44%

## LCFF STATE PRIORITIES

### GOAL # 5 – ATTENDANCE RATE

#### STATE PRIORITY #5 – STUDENT ENGAGEMENT – ATTENDANCE RATE:

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).
2. The school will decrease by 1% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide

#### 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

1. Increase annually the percent of students attending 173-180 days
  - a. Maintain attendance incentive programs, ie: classroom rewards and individual student honors for perfect attendance.
  - b. Administrator will contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership in regards to attendance
2. Decrease the number of students missing 16 or more school days each year

### 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) by 1% annually.

**Metric/Method for Measuring:** Attendance data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	2015-16 76%	77%	78%	79%	80%	81%

**Outcome #2:** Decrease the number of students missing 16 or more school days each year by 1% annually.

**Metric/Method for Measuring:** Attendance data.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

All Students (Schoolwide)	2015-16 9%	8%	7%	6%	5%	4%
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**LCFF STATE PRIORITIES**

**GOAL # 6 SCHOOL CLIMATE**

<b>STATE PRIORITY #6 – SCHOOL CLIMATE</b> 1. The school will maintain the number of suspension incidents at 0% schoolwide and at 0% for English Learners, foster youth, low income students, African-American students, and students with disabilities. 2. The school will maintain the number of expulsion incidents at 0% for all subgroups: English Learners, foster youth, low income students, African-American students, and students with disabilities 3. Students responding to the Annual “School Experience Survey” report that they are happy to be at our school.	<b>Related State Priorities:</b> <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 <input checked="" type="checkbox"/> 6
	<b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :

**Specific Annual Actions to Achieve Goal**

1. Continue to implement positive behavior support plans and activities, as well as social skills training. Use the policies set out in the LAUSD Discipline Foundation Policy manual and school established Positive Behavior Support Plan to model and teach appropriate school behavior. Use the Rubric of Implementation to consistently monitor progress on implementation of PBSP.
2. Promote and strengthen home-school partnership to manage discipline. Continue with “Parent University” presentations to inform and support parents.
3. Engage parents through the SSPT team meeting in partnering with the school to improve student behavior.
4. Provide students with opportunities to demonstrate positive contributions to our school community as disciplinary consequences.

**Expected Annual Measurable Outcomes**

**Outcome #1:** School will maintain 0% suspensions for all subgroups  
**Metric/Method for Measuring:** Monthly School Suspension Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	2015-16 0%	0%	0%	0%	0%	0%

**Outcome #2:** School will maintain 0% expulsions for all subgroups  
**Metric/Method for Measuring:** Monthly School Expulsion Data.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	2015-16 0%	0%	0%	0%	0%	0%

**Outcome #3:** Students taking the “School Experience Survey” report they are happy at school.

**Metric/Method for Measuring:** Results of Annual School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	2014-15 94%	Maintain 94% or higher				

## LCFF STATE PRIORITIES

### GOAL # 7 – ACCESS TO CORE CURRICULUM

**STATE PRIORITY #7: ACCESS TO CORE CURRICULUM**

1. The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Computer Lab, Visual Arts, Physical Education) to **100% of its students** every year. Additional enrichment programs (Orchestra, vocal music, ballroom dance) are provided to various grade levels each year.
  - a. Provide on and off site professional development for all staff to enhance student access and outcomes in all curricular areas.

**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:**

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### Specific Annual Actions to Achieve Goal

1. Conduct an annual review of the school’s master schedule, student schedules, and other information to assure that all students have access to all parts of the enrichment programs. Work with the Charter budget committee and parent stakeholders to prioritize funding for all enrichment programs.

### Expected Annual Measurable Outcomes

**Outcome #1:** The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Computer Lab, Visual Arts, Physical Education) to **100% of its students** every year. Additional enrichment programs (Orchestra, vocal music, ballroom dance) are provided to various grade levels each year.

**Metric/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 and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program

### LCFF STATE PRIORITIES

#### GOAL # 8 - BROAD COURSE OF STUDY

**STATE PRIORITY #8 – BROAD COURSE OF STUDY**

2. Encino Charter will follow the CCSS in Technology to prepare students with 21<sup>st</sup> Century skills. We will continue to provide visual arts instruction for all grade levels as well as drama, dance and orchestra. All students will have access at various grade levels to a variety of arts instruction.
- a. Provide on and off site professional development on integrating technology in the classroom at all grade levels.
  - b. Continue to provide access to advanced computer technology instruction, visual and performing arts instruction and excellent library resources for all students. We will continue to emphasize service learning and our positive behavior support. We will use stakeholder surveys as set forth in the charter, to measure achievement of this goal.

**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:**

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#### Specific Annual Actions to Achieve Goal

2. Conduct an annual review of the school's master schedule, student schedules, and other information to assure that all students have access to all parts of the enrichment programs. Work with the Charter budget committee and parent stakeholders to prioritize

funding for all enrichment programs.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Encino Charter will follow the CCSS in Technology to prepare students with 21<sup>st</sup> Century skills. We will continue to provide visual arts instruction for all grade levels as well as drama, dance and orchestra. All students will have access at various grade levels to a variety of arts instruction.

**Metric/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 and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program

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

The academic program at Encino Charter Elementary is designed to assist students in becoming self-motivated, competent, and lifelong learners who will succeed both in school and in life. The goal is to cultivate the talents, interests, and the scholastic aptitude of students through an interdisciplinary approach to study and to provide a learning environment that extends beyond mastery of skills. Along with academic instruction we stress positive behavior, character and citizenship and contribution to our school and community.

With clear behavioral and academic expectations and criteria set by our teachers, students are encouraged to take more initiative in their own learning and to develop as scholars and citizens. Empowering our students to become actively involved in their own educational experience helps produce responsible and contributing members of society.

**INSTRUCTIONAL DESIGN**

Our curriculum is aligned with the California Common Core Content Standards (CCSS) the Next Generation Science Standards (NGSS), and the LAUSD's instructional initiatives. We believe that meaningful learning occurs by addressing the needs of our students, including

all sub-groups, and are best accomplished through a balanced program, which focuses on student-centered instruction

Encino Charter will rely upon research-based strategies, examine formative and summative student data, analyze student work samples, and design and modify our curriculum and teaching practices based on the needs of our students. Student data and work samples will continuously be examined to ascertain the strengths and weaknesses of our students (from far below basic to advanced) including all subgroups of student learners (at risk, special needs, socioeconomically disadvantaged, English Learners, Standard English Learners, gifted and talented, under-achieving/non-proficient, subgroups by ethnicity, and those with Section 504 plans). Adhering to the proposed instructional framework and teaching methodologies ensures that instructors at Encino Charter can successfully meet the needs of our students in all subgroups.

We believe that it is our professional and ethical responsibility to provide daily instruction for each child in every classroom that includes the following:

- Clear expectations
  - State standards are clearly expressed using student friendly language
  - Rubrics and criteria charts, both teacher created and student created, are developed which align with state standards
  - Conceptual knowledge (knowing what to do)
  - Procedural Knowledge (knowing how to do something)
  - Reasoning (knowing when/where/why to do something)
- Rigorous curriculum
  - Critical thinking strategies in all academic areas include:
  - Scholarly Behaviors (Depth and Complexity)
  - Revised Blooms Taxonomy
  - Webb's Depth of Knowledge
- Varied opportunities for collaboration and student interactions
  - Pair-share instruction
  - Cooperative learning opportunities across the curriculum
  - Choral reading, chanting
  - Literature circles
  - Writing process, which includes peer revision and peer editing
- Differentiated curriculum
  - Tiered assignments
  - Compacting
  - Independent study
  - Scaffolding technique
    - Thinking Maps, Accountable Talk, and pre-teaching of concepts
- Differentiated instruction
  - Whole group, small group, and individualized instruction
  - Multi-media, technology enriched learning
  - Team teaching
  - Graphic organizers and mind maps
  - Specially Designed Academic Instruction in English (SDAIE)

- Direct instruction
- Guided practice
- Experiential learning
  - Student centered learning
  - Independent work time, research, and projects
  - Use of manipulatives and realia
  - Hands-on inquiry-based learning through labs and simulations
  - Internet connectivity and collaboration
  - Field trips
- Integration of the arts
  - Music class
  - Visual arts instruction across the curriculum
  - Theater and dramatic arts activities
  - Ballroom dance

### **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.

Encino Charter Elementary curriculum will include an integrated, inquiry-based K-5 curriculum aligned with the Common Core State Standards (CCSS) for language arts, math, Next Generation Science Standards (NGSS), and California State Standards for social studies, physical education, and health. Access to the core curriculum will be enhanced by introducing visual and performing arts as a continuing instructional element. Our library, four portable Chromebook carts, iPad carts, and computer media lab will be utilized to support differentiated instruction and promote hands-on experiential learning.

Standards are Essential: Clear and accessible standards for what students must learn at benchmark grade levels are a vital part of meeting the academic needs of all students. CCSS serve as a guide for teachers, administrators, parents, and students as to the specific knowledge base and skill level that students must master at each level.

Challenging Curriculum: CCSS will be met through an academically rigorous approach and enriched by the arts (ballroom dance, orchestra, and music) in a way that meets and exceeds the thresholds established by the district and state. The curriculum promotes higher level thinking skills and the creativity necessary to develop scholars ready for 21<sup>st</sup> century problem solving.

Teachers Matter. Teachers are a vital part of the educational process. They must know their subject matter well and be able to apply appropriate pedagogies to address student needs. Encino Charter Elementary will implement strategic professional development and training to ensure that teachers continue to develop and grow as professional educators.

## **Desired Outcomes of The School's Instructional Program:**

### **Language Arts:**

Students will be able to communicate effectively at their grade level through appropriate application of reading, writing, speaking, and listening skills. Students will be able to comprehend grade level reading material, both formally and informally, and convey accurate interpretations of texts for both fiction and non-fiction material. Furthermore, when writing or speaking, students will be able to use academic language, explain ideas with details, identify big ideas, compare and contrast two or more strands of information, analyze text through different perspectives, and decipher the author's purpose. Students will be able to combine these literacy skills to compose meaningful evaluations of their own work and the work of others.

### **Mathematics:**

Students will be able to comprehend and apply grade-level concepts and procedures of math through the use of hands-on manipulatives, models, algorithms, problem solving, reading, and writing to solve problems across the curriculum. Students will apply the eight mathematical practices, such as "make sense of real world problems and persevere in solving them," and learn to apply them to a variety of contexts. For example, fifth grade students raise funds for the ME to WE organization to help with outreach programs in various countries each year. They work together to inform, collect, count, and submit monies for this cause.

**Science:** Students will adapt to the Next Generation Science Standards by increasing knowledge in engineering, computer coding, and environmental studies. Future careers will demand that our students be designers rather than consumers, and ECES has taken steps to teach students as young as kindergarten to code, and grades 3-5 to program robots. In conjunction with our bi-monthly science lab time, teachers are expanding upon the scientific process of inquiry by presenting scientific concepts using a hands-on approach. Students will also display competency in the scientific skills of observation, classification, inference, measurement, data collection, and development of logical conclusions.

**History and Social Studies:** Students will demonstrate an understanding of the tenets of democracy and the unique place that California has in American History. They will recognize and understand the importance of diversity and the contributions made by various cultures. Furthermore, they will understand cause and effect within a historical context over time and be able to identify parallels and patterns in various historical time periods. Student will also be able to draw logical conclusions from historical data and be able to defend their conclusions with persuasive arguments. Students will learn to record facts and connections using depth and complexity prompts, Cornell notes, concept mapping, and thinking maps.

**Technology:** Students will create a digital portfolio of their projects created in the computer lab and on classroom computers. They will use word processing, video recording, photography, coding and other applications to enhance this portfolio. Students will use

digital presentation techniques to support core subject areas by using spread sheets, PowerPoint, Google Docs, Photoshop, and iMovie. From kindergarten through 5<sup>th</sup> grade students will have formal keyboarding instruction and demonstrate computer literacy. All students at Encino Elementary Charter will have weekly scheduled time to utilize the computer lab as well as access to portable iPad and Chromebook carts.

Visual and Performing Arts: Students will develop a knowledge and appreciation for music, visual art, drama, and dance. As a school, we will use the arts to provide opportunities for students to express themselves in a more meaningful way and develop a greater depth of understanding of subject matter across the curriculum. Specialists will be brought in to provide content-specific knowledge, such as ballroom dance and orchestra/musical training.

Physical Education: Each student will increase their physical strength through a standards-based curriculum that encourages both teamwork and individual growth. Students will be encouraged to develop strong self-esteem through healthy habits of mind and body. Students in grades four and five will improve interpersonal skills through guided instruction of four different, culturally relevant ballroom dances.

### **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.

For the past five years, Encino Charter Elementary has had a low number of resident students qualifying for this program; therefore ECES does not currently have a dedicated Transitional Kindergarten class. TK students living in our attendance area are enrolled at one of three neighboring LAUSD schools who have dedicated Transitional Kindergarten programs. After completing the TK program at our partner local schools, students in our attendance area enroll in Kindergarten at ECES.

### **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.

Encino CES follows the traditional 180 day LAUSD calendar with identical holidays, unassigned days, start date and completion date.

Los Angeles Unified School District

Single Track Instructional School Calendar 2017-18  
Encino Charter Elementary  
Proposed Shortened & Minimum Day Schedule 2017-18

Month	Instructional Days/ Holidays/ Breaks
July 2017	No School - Summer Break
August 2017	August 14 – Pupil Free Day August 15 – First Day of Instruction
September 2017	September 1 - Admissions Day – No School September 4 – Labor Day – No School September 21 – Unassigned Day – No School
October 2017	No holidays
November 2017	November 11 – Veterans Day – No School November 20-22 – Unassigned – No School November 23,24 – Thanksgiving – No School
December 2017	December 18-31 – Winter Recess – No School
January 2018	January 1-7 – Winter Recess – No School January 8 – Second Semester Begins January 15 – MLK Holiday – No School
February 2018	February 19 – Presidents’ Day – No School
March 2018	March 26 – 30 Spring Recess – No School
April 2018	April 2 – Cesar Chavez Day – No School
May 2018	May 28 – Memorial Day – No School
June 2018	Last Day of Instruction
	For the 2017-18 school year, Encino Charter will request approval of 4 shortened days and 8 minimum days. We will also submit a waiver to have a full year of Banked Professional Development Days on Tuesday. The required numbers of minutes are added to our schedule to assure that we have met all the requirements for instructional minutes.

**Encino Charter Elementary – Daily Schedule**

Regular Bell Schedule		
7:40	School Yard Opens	
8:03	Line up bell	
8:08	Classes Begin	
9:40 – 10:00	1 <sup>st</sup> Recess	Kindergarten
10:00-10:20	2 <sup>nd</sup> Recess	Grades 1, 2
10:25 -10:45	3 <sup>rd</sup> Recess	Grades 3,4,5
11:20 – 12:00	1 <sup>st</sup> Lunch	Kindergarten
11:50-12:30	2 <sup>nd</sup> Lunch	Grades 1,2
12:20-1:00	3 <sup>rd</sup> lunch	Grades 3,4,5
2:31	Dismissal	
	After school playground is open and supervised by YS until 6:00	Grades 2-5

**Tuesday – Professional Development: 8:08 a.m. – 1:31 p.m. – Grades K-5**

**Shortened Day - 8:08 –1:55 – follow regular schedule for recess and lunch**

<b>Minimum Day Schedule</b>		
<b>8:08 – 12:31 - Recess Only (no lunch)</b>		
7:40	School Yard Opens	
8:03	Line up bell	
8:08	Classes Begin	
9:45 – 10:15	1 <sup>st</sup> Recess/Brunch	Kindergarten
10:15-10:45	2 <sup>nd</sup> Recess/Brunch	Grades 1, 2
10:45 -11:15	3 <sup>rd</sup> Recess/Brunch	Grades 3,4,5
12:31	Dismissal	
	After school playground is open and supervised by YS until 6:00	Grades 2-5

<b>Rainy Day Schedule</b>		
7:40	Auditorium Opens	
8:03	Line up bell	
8:08	Classes Begin	
9:50 - 10:00	1 <sup>st</sup> Recess	Kindergarten
10:00-10:10	2 <sup>nd</sup> Recess	Grades 1, 2
10:10 -10:20	3 <sup>rd</sup> Recess	Grades 3,4,5
11:20- 11:50	1 <sup>st</sup> Lunch	Kindergarten
11:50-12:20	2 <sup>nd</sup> Lunch	Grades 1,2
12:20-12:50	3 <sup>rd</sup> lunch	Grades 3,4,5
2:31	Dismissal	
	After school playground is open and supervised by YS until 6:00	Grades 2-5

**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.

Professional development is built upon school wide needs and the interests of teachers and administration. The topics are aligned with the District's banking time professional development priorities and developed by our Charter Curriculum Committee in conjunction with the Charter Professional Development Committee, grade level chairs and the principal. This group will determine topics for Professional Development at the beginning of the school year and will revise and update our professional development calendar as necessary. Professional Development topics include; areas of curriculum, technology, innovation, character education, intervention, English Language Learners, differentiation strategies, Gifted Education, Special Education, and safety. We survey teachers and review student data throughout the year to identify relevant topics of interest that will benefit our staff and students. Professional development sessions will include utilizing Encino Charter teachers with varieties of expertise, as well as other experts and consultants from the District, local universities, or outside educational providers. Professional development may also include grade and cross grade level small groups, and after school learning communities to explore ways to elevate teaching and learning. District mandated professional development topics will also be included in our Professional Development calendar.

To assure that we are making the best use of our Professional Development expenditures, we continue to partner with our neighboring schools for joint presentations by professional experts from LAUSD and local universities. We send teachers to seminars and conferences provided by our district or by the LA County Office of Education. These teacher experts then return to school and provide training for their colleagues. This allows us to implement research based instructional strategies, with fidelity and consistency across grade levels.

Our professional development and budget will be aligned with our students' needs, always basing our decisions on sub-group and whole school data. Both quantitative and qualitative assessments indicate that students are improving in all areas due to our belief that adult learning and reflection is critical to student growth.

## **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*.

Describe How the Instructional Program will meet the needs of Specific Student Populations

### **English Learners**

Encino Charter currently has 32 EL students who speak six different languages. We consistently exceed the District goal of moving children up one ELD level each year. Encino Charter Elementary will implement LAUSD's English Learner Master Plan. Information regarding the Master Plan, program options, CELDT/ELPAC testing, CAASPP SBAC testing, Common Core State Standards, California ELD standards, program placement, parent meetings, and reclassification criteria will be communicated with parents in their primary language.

Our Language Acquisition Team, which is now part of the Student Support and Progress Team (SSPT) is comprised of teachers from a variety of grade levels, both general and special education, coordinators, parents and administration. The team collaborates so that teachers receive support in meeting the goals for each student. Before each reporting period, teachers collect information to review student progress, monitor possible reclassification, and discuss future learning strategies.

In order to meet the needs of our EL students, Encino Charter Elementary teachers employ a variety of ELD strategies to meet the current state ELD standards using CELDT results to guide our instruction. English Learners receive instruction on how English works by focusing on grammar and developing content vocabulary in order to successfully tackle academic tasks. We will utilize a plethora of SDAIE methods to meet the needs of our EL learners, which include:

- Scaffolding
- Think-pair-share
- Collaborative learning groups
- Cross-age tutors
- Emphasis on learning vocabulary
- Conversation norms
- Use of visual aids
- Manipulatives
- Realia
- Graphic organizers
- Thinking maps
- Reaching individuals via multiple intelligences
- Using computers and iPads to access the curriculum

Through charter funds we have hired an intervention coordinator to work with EL students prior to CELDT testing to review vocabulary, writing techniques, and reading strategies that

will prepare them for success on the CELDT. This academic support has helped students to meet the requirements for reclassification as English Proficient.

### **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.

As a School for Advanced Studies, Encino is committed to the identification and intellectual growth of the gifted student. Encino will continue to follow LAUSD's GATE identification process, policies, and reimburse the District for testing and processing on a fee-for-service basis. Teachers will engage in sixteen or more hours of GATE professional development annually through the district or through other accredited sources. To differentiate and serve the diverse learners in this group, students will be:

- Exposed to universal themes, such as systems, change, and power
- Challenged to seek patterns across disciplines
- Expected to defend and justify opinions with evidence
- Taught multiple strategies for problem solving and encouraged to use them
- Conduct authentic research, supported by multiple reliable sources
- Investigate new concepts and produce original thinking when given a task
- Given opportunities to work collaboratively or individually within a flexible learning environment

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

The goal at Encino Charter is to challenge all students to achieve their highest potential. This is accomplished by teachers who utilize the traditional and expanded Common Core Depth and Complexity prompts, as developed by Dr. Sandra Kaplan at USC, within core literature and non-fiction text. All students are given opportunities to work beyond grade level standards through student-driven curriculum such as Tenmarks, coding in the computer lab, and advanced performance tasks in the My Math curriculum, to name a few. Encino has been very successful in adhering to the district's requirement that GATE identification reflect the demographics of the school. The district data from March 2016 reveals that Encino has surpassed goals in each of the following areas:

- 14.1% of the school's total population is identified as gifted, 8.1% higher than the district's goal.
- 8.8% of the school's current African American population is identified, 2.8% above the goal.

- 12.5 % of the school's current Hispanic population is identified, which is 6.5% above the goal.

Encino Charter students in all ethnic groups are actively screened and referred for gifted identification. This is evidenced by the most recent data from 2016, which states that 80 students have been identified as GATE out of a student population of 568. The numbers within the existing population have increased in the fall of 2016, with eight new students having been added due to advanced CAASP assessment scores for two consecutive years in both ELA and math. It is evident that differentiation strategies have worked to engage all learners and to maximize opportunities for GATE identification.

### **Students Achieving Below Grade Level**

Students achieving below grade level are identified by using a variety of measures including: classroom assessments, anecdotal records, teacher observations, benchmark rubrics, Accelerated Reader assessments, DIBELS, DAZE, and District interim assessments for reading, writing and math.

Students receive direct, explicit instruction in their identified areas of need via the three-tiered approach to intervention.

- Tier 1: Core Curriculum and Instruction occurs within the classroom. Strategies may include: small group, pair and individual instruction, pre-teaching and reviewing curricular content, additional time to respond and complete assignments, scaffolding of instruction, and use of multiple modalities to present instruction. These strategies occur daily.
- Tier 2: Strategic or Supplemental Instruction, which may include: small group instruction by cross-age tutors, classroom assistants, community members and parent volunteers in or adjacent to the classroom. Teachers, working closely with families, provide educational strategies to implement at home. These Tier 2 assistants review sight words, decoding, vocabulary, writing conventions, supervise Accelerated Reader assessments, play educational games and utilize computers and tablets to support the grade level standards. This instruction occurs on varying times throughout the week.
- Tier 3: Intensive Instruction, which is focused, targeted and specific instruction. It may include: additional time, small groups, or greater frequency and duration. This instruction may be provided by either of our Limited Contract Teachers who are hired as Intervention Coordinators to provide direct support to at risk students. The instruction provided by the Intervention Coordinator is based upon student data and is monitored on an ongoing basis to determine students' response to core instruction interventions. The intervention teachers work directly with classroom teachers to provide intervention outside the classroom. This is Encino Elementary Charter's learning center. The instruction in this environment is grade-level standards based, but the material is broken down further to target specific learning gaps.

When interventions have been tried and not been successful, the Student Support and Progress Team (SSPT) is convened. Members of this team include the classroom teacher, parents, peer teacher(s), administrator (or designee), and other itinerant staff as needed. Together the team gathers information, student's strengths, identifies needs, and creates a plan to help the student access the curriculum successfully in the classroom. The plan is then shared with all with all parties involved in assisting the student. The steps outlined in the SSPT action plan are monitored closely and reevaluated to gauge effectiveness in moving the student toward grade level proficiency

### **Socioeconomically Disadvantaged Students**

With 19% of students identified as socioeconomically disadvantaged (SED), Encino CES strongly believes in supporting this at risk population. Students are identified through the family's qualification for the free and reduced meal program. Encino CES will ensure that all students are provided with equal opportunities by providing:

- Enrichment arts instruction, including ballroom dancing (4th and 5th) and weekly
- Orchestra instruction for grades 3, 4, and 5
- Vocal Music for grades K, 1, and 2
- Visual Arts instruction for all grade levels
- Computer Lab Instruction for all grade levels
- Science Lab Instruction for all grade levels
- P.E. coach to help teachers develop an understanding of nutrition, fitness, and to meet physical education standards
- Eye to Eye Mentoring program with high school students from Westmark School
- Direct instruction of social skills in the classroom
- Academic support from our Intervention Coordinators as needed
- Parent university to provide no-cost support and education for parents to help their children achieve academic and social goals
- Field trips and experiential learning
- Scholarships to after school enrichment programs
- Assistance with books, materials, and supplies
- School psychologist for counseling

At Encino CES 70% of these students are scoring at or above proficient range on the ELA portion of the SBAC in comparison to 39 % in LAUSD and 49% Statewide. In mathematics, 62% are scoring at or above the proficient to advanced range on the SBAC test. This compares to 29% in LAUSD and 37% Statewide. With the supports and interventions we provide, our students in this subgroup continue to make significant progress in all academic areas.

## **Students with Disabilities**

Special Education is for all students whose assessed eligibility and unique educational needs necessitate a tailor-made program of instruction. General and Special Education teachers provide instruction that is prescribed in each student's individualized education. At Encino Charter the behavioral team works collaboratively to help students with disabilities develop social skills, organizational skills, and study skills to increase success in accessing the curriculum. Extreme behaviors that arise from life issues, which range from anxiety disorder to suicidal ideations, are addressed with timely, appropriate behavior intervention. The Behavior Support Team and the school psychologist work with the parents and community resources to help the student in crisis.

Our High Functioning/Asperger Autism Program is 100% fully included in the general education classroom at Encino Charter Elementary School.

- Program addresses the unique needs of the high functioning student with Autism Spectrum Disorder (ASD)/Asperger Syndrome
- Students are based in general education classes, with the support of the Special Education Teacher or paraprofessional going into the general education setting when needed
- Embedded social communication development and pragmatic language are the primary focus
- The student may work on specific behavioral and/or social skills, or possibly for academic instruction on a limited basis

Students receive accommodations including tools, strategies and support that are designed to increase access to the curriculum, instruction, and assessments. Some students receive Extended School Year which includes a six week summer school to prevent loss of learning over the summer. Parents are partners in the team design of the IEP Individualized Education Program and parents are encouraged to attend specific parenting workshops that address specific topics for parents with students with disabilities to collaborate as a team. Topics include strategies for organization and ways to chunk information into manageable portions.

Specific needs and skills are developed differently in the lower grades. At risk kindergarten and first grade students attend weekly small group social skills class utilizing Social Express, which is an animated, research-based interactive series of lessons for life and social skills. Social Express is a complete curriculum and contains tests to assess goal attainment. For example: How to ask for help, stay in your personal space, or ask for a needed break.

Upper grade students attend a weekly after-school program called Eye to Eye, which is a national mentoring program with mentors from local Westmark High School and our selected at-risk mentees. Students with Learning Disabilities and Attention Deficit Disorder and Autism participate in this mentoring program. Eye to Eye focuses on what the student can do rather than what they cannot do, so students can understand their

unique gifts and increase self-confidence. This program addresses social needs, such as ways to better interpret personal problems.

Moby Max is a differentiated Special Education program for grades kindergarten through 5<sup>th</sup> grade. It works on learning gaps with the power of personalized learning at home and provides extra instruction targeted where needed. Curriculum areas that are highlighted include math, reading, language, and writing with continuous progress monitoring. Students take corresponding quizzes as they increase their reading fluency and comprehension.

There are a few ways that progress is monitored and goals are met. All students are assessed in reading comprehension and fluency with DIBELS assessment, including benchmark assessments as the beginning, middle, and end of the year to examine areas of need in specific reading skills. Positive Behavior Intervention and Support (PBIS) is a set of research-based strategies used to increase positive behavior, decrease problem behavior and increase quality of life by teaching new skills and making changes in a person's environment.

The Resource Specialist Program at Encino Charter follows the Individualized Education Program (IEP) to reteach specific skill deficits to increase successful access to the curriculum with collaboration with the general education teachers. Behaviorists are supporting specific students as specified in IEP services. This program is both pull out and push in settings for individuals and small groups.

## **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 parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

**d. Alternative Placements**

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

**e. Least Restrictive Environment**

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students

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

**f. 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 12<sup>th</sup> 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

### Encino Charter Elementary – SBAC Results for Significant Subgroups

English Language Arts	2014-15			2015-16		
Subgroup	Students with Scores	% Not Met/or Nearly Met	% Met or Exceeded	Students with Scores	% Not Met/or Nearly Met	% Met or Exceeded
All students	289	22%	78%	272	21%	79%
Asian	19	26%	74%	17	12%	88%
Black or African Am	28	39%	61%	22	36%	64%
Hispanic /Latino	59	24%	76%	41	24%	76%
White	163	18%	83%	162	17%	82%
Two or More races	*			13	23%	77%
English Learner	*					
Economically Disadvantaged	71	35%	65%	59	31%	72%
Students with Disability	27	59%	41%	22	63%	37%

\*not a significant sub group

Mathematics	2014-15			2015-16		
Subgroup	Students with Scores	% Not Met/or Nearly Met	% Met or Exceeded	Students with Scores	% Not Met/or Nearly Met	% Met or Exceeded
All students	290	34%	54%	274	23%	77%
Asian	19	37%	64%	17	18%	82%
Black or African Am	28	60%	39%	22	32%	68%
Hispanic /Latino	60	43%	57%	42	31%	69%
White	163	26%	74%	163	17%	83%
Two or More races	*			13	31%	69%
English Learner	*					
Economically Disadvantaged	72	50%	50%	60	38%	62%
Students with Disability	27	74%	26%	19	63%	36%

\*not a significant sub group

## “A TYPICAL DAY”

### A Typical Day at Encino Charter Elementary

It's Monday morning at Encino Charter Elementary School (ECES). The teacher parking lot is full -- it has been buzzing since 6:30 AM when many teachers arrived to begin preparing

for their day. Six parent volunteers and a special education aide are outfitted with stop signs and bright orange vests – all part of the Encino “Safety Valet” program. Visitors are greeted with warm smiles and directed to the friendly faces of the helpful office staff. The office is enhanced by signed artwork donated by children’s authors who have visited our campus, the school logo and Gold Ribbon award, and inspirational quotations. The adjoining hallway features original student artwork, student-generated posters featuring quotes of kindness, as well as photographs of students honored in monthly recognition ceremonies.

Our reception area is filled with prospective parents, who have travelled from all over the San Fernando Valley to take a parent-led tour of our school. With supplemental curriculum including orchestra, vocal music, ballroom dance, computers, science, art, and P.E. -- all funded by parent-driven community fundraising initiatives -- it’s no wonder that Encino CES has become one of the most coveted schools in the Valley. In 2016, we received 298 Charter Lottery applications for a small number of available spaces. Encino’s high API score (951 in 2013) and excellent performance on SBAC testing have certainly helped to cultivate an outstanding reputation.

When the school bell rings, it’s time to come together and celebrate school spirit. Students gather on the yard to join as one as they recite the Pledge of Allegiance, as well as sing our newly-created school song, “Go, Encino!,” written and composed by one of our very own teachers. Our school librarian gives awards to students who have surpassed certain benchmarks in reading through our Accelerated Reader program. Students are also honored with “Caught Being Good” tickets to recognize good citizenship. We will later close out the week by wearing spirit wear emblazoned with our school logo.

Instruction begins promptly with a dedicated block of language arts instruction utilizing the McGraw-Hill Treasures reading program, supplemented with Core Literature and technology, in accordance with the Common Core standards. Teachers engage children through a combination of whole group, small group and individualized instruction in reading. A strong emphasis is placed on writing across the curriculum, with math and science journals used to assess each student’s conceptual understanding. Students are taught how to use Thinking Maps to generate their ideas and organize their thoughts. Vocabulary development and oral language skills are addressed in daily student led discussions and presentations. Student progress is monitored using a combination of Treasures assessments, District periodic assessments, DIBELS, informal observations, Accelerated Reader, the STAR test, and other teacher-created tools.

Daily math instruction is supported by the My Math series as well as supplemental math problem solving activities through programs like “Engage New York”. Grade level Common Core math standards are addressed in a well-planned sequence to build upon the student’s prior math knowledge. Authentic assessments are used to promote problem solving ability and determine if the student truly understands and can apply the math concept being taught, as well as justify their answers with thorough explanations of their thought processes. Math journals are used to develop logical thinking and clear expression of ideas. Math is also integrated into science instruction and connections are drawn to illustrate practical math and science applications.

Every class visits the school's recently refurbished science lab and art studio, alternating between the two on an A/B schedule every other week. Our science lab's program includes a knowledgeable teacher/science expert who delves deeply into the Next Generation Science Standards. Elements of this program include: an inquiry-based curriculum with a focus on hands-on learning, the scientific method, cooperative and collaborative instruction, classroom integration, professional development/mentoring for teachers, science competitions, and assessments.

In our art studio, our fully-credentialed art teacher works with students to create new artist-inspired projects in conjunction with state art standards. This is often an opportunity for students to express their creativity and shine. Student artwork is showcased around the school.

Computer lab is also an integral part of the instructional day at Encino CES. Our lab is equipped with 36 Apple iMac computers with the latest elementary instructional software programs available, as well as a new 3D printer. Our full-time lab instructor works with each grade level to develop a curriculum that supports the core academic instruction as well as teaching students how to effectively use technology to support learning. Students are instructed in how to use the internet resources to gather research for reports they are writing in social studies and science. Additionally, students at all grade levels learn coding and typing, and how to use Google Docs and Google Classroom, PowerPoint, Excel, and Word. Fifth grade students create stop-motion iMovies that correlate with their Core Literature curriculum.

Students get a chance to showcase what they have learned during our annual STEAM Night which highlights student achievement in all grade levels in science, technology, engineering, art, and math. Students contribute science fair projects demonstrating and explaining their conclusions after testing their hypotheses. Also featured at STEAM Night are ballroom dance demonstrations by the fourth and fifth graders, Lego robotics activities, select works from the art studio, and various other classroom projects in the aforementioned subjects.

Each class also attends Physical Education class twice a week with a dedicated coach who focuses on the standards but also on key qualities including sportsmanship, effort, self-esteem, and teamwork. The curriculum begins with fundamental skills and builds into a variety of full-fledged sports and playground games.

Lunch time has arrived and parent volunteers arrive at the dining pavilion to assist our primary students with opening lunches, recycling and cleaning up their table area. Encino students are also helpful at lunch, often found assisting in keeping the lunch area clean and making sure recycling is done properly - another opportunity to earn a "Caught Being Good" slip from our principal or support staff. Some fifth grade students can be discovered working behind the scenes, assisting our Le Cordon Bleu-trained chef, serving up delicious and nutritious meals for hungry learners. Outside, other fifth graders may be up to their elbows

in soil, cultivating herbs and vegetables for future use in our cafeteria.

It may be lunchtime, but the library is buzzing! Encino boasts a number of remarkable literacy initiatives. Our ongoing literacy program, "Reading Rocks," is designed to expose students to a variety of literary genres and to foster a lifelong love of the written word. A week-long springtime celebration of "Reading Rocks" challenges students to read as many books as possible, and rewards ALL students for their efforts. Through "Reading Rocks," Encino celebrates Read Across America Day, promotes the popular "Accelerated Reader" program and hosts visiting authors who read their works and inspire student creativity. Many Encino students from all grade levels consider themselves authors in their own right, some even contributing original poems and short stories to our yearly, published literary anthology. Our teachers work diligently to promote both technical and creative writing in the classroom and at home through writing exercises, bookmaking and journaling.

Elsewhere, many upper-grade students volunteer their time to mentor their younger schoolmates during their own playtime. They assist students who need additional practice with the day's math lesson. Often, kindergarteners read decodable books to their older peers, who then read picture books and assist them in taking Accelerated Reader quizzes in the computer lab to demonstrate their new knowledge.

Also during lunchtime, elected representatives from the fourth and fifth grades meet as part of the school's Student Council. They work together to generate creative solutions not only to school issues, but also with a goal toward community service and global outreach. Past projects have included providing funding for the building of a school and well in Sierra Leone. This year, they are working toward raising money to provide health care to the impoverished of Ecuador.

Lunch is over. Our family of teachers is facilitating thought-provoking and innovative programs. Kindergarteners are sitting under a giant tree reading the story of the Three Little Pigs in preparation for the Three Piggy Opera. Performed live for family and friends, this original staged play, with creative handmade costumes and elaborate sets, builds oral language skills and confidence in our youngest students. Third grade students are learning environmental and financial awareness by raising money for a class field trip through their student-led recycling program. Fourth and fifth graders are in the auditorium learning how to dance...ballroom style! Another confidence-builder, this program addresses gross motor and social skills, and is often cited by students as a favorite activity.

The bell rings and it would seem to most that the school day is over. However, a plethora of enrichment opportunities await our eager students. Exciting offerings including "Musical Theatre," "Little Ninjas," "Hip Hop," and "Singing Stars" are still on the docket this afternoon. Encino teachers and talented members of the local community can be found bringing nearly 20 different enrichment programs to our students after school each day. A portion of the proceeds raised through this program goes to support the school.

Debuting this year is Encino's newest afterschool enrichment program, Robotics Club. Led by the school's very own computer lab instructor and science lab teacher, students work

cooperatively to program robots to perform various functions such as completing mazes and creating paintings. Club members are even working toward competing in city-wide Robotics contests.

Other students have the opportunity to complete homework and engage in supervised cross-age play provided by Soaring Eagles, our afterschool care program for students in kindergarten through second grade, as well as Youth Services (YS) for students in grades two to five.

One second grade parent said, “Not only does Encino Charter Elementary look good, it feels good.” With a vibrant community of collaborative and dedicated administrators, teachers, staff, families, friends, neighbors, corporate and foundation partners...and bright, talented, motivated students, Encino Charter Elementary School is a recipe for success that is tangible.

## **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.

Please refer to Local Control and Accountability Plan (LCAP) in Element One

### **MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

At Encino CES we believe that the keys to making continued progress in student achievement from year to year are; hiring and training highly qualified staff, implementing rigorous curriculum with fidelity across grade levels, setting high expectations for all student and using relevant data to modify and strengthen instructional practices. Teachers, administrators, support staff and parents work together to provide the best supports and opportunities for all our students. By embracing the key components above, we are able to ensure a strong educational foundation for all our students and achieve the following desired outcomes as measured by summative and formative measures:

Encino Charter ES will participate in the Smarter Balanced Assessments as the state's standardized summative assessments. We will also participate in the California State Test for Science for fifth graders and the annual CELDT assessment for all our EL students. Through these assessments, we receive individual student data that holds us accountable and information regarding a common measure of student performance as well as areas of needed improvement. Having student data that measures students to the attainment of the CCS and gives comparative data to other students nationally gives teachers and the administration important data in which to base instructional decisions.

#### **Summative Assessments**

Encino Charter ES will utilize standardized summative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3rd- 5th (yearly), TRC, DIBELS, CELDT (yearly), and CA Summative Test in Science (5th grade only – yearly). These assessments give teachers a common measure of student performance as well as an indication of what may need to be reviewed. Teachers and administrators can make decisions regarding instructional programming based on how a student performs in relation to other grade-level students who take the same test(s). The results of these assessments assist us in setting future goals and in making expenditure decisions to support these goals.

**Measurable Goals**

**(Smarter Balanced Assessment Consortium & CA State Assessment in Science [currently being piloted]):**

- The school’s overall score will be in the top 10% or higher in the district and subgroups will exceed the benchmark score.
- 80% or more of students will achieve Standards Met or Exceeded in ELA/Literacy
- 80% or more of all students will achieve Standards Met or Exceeded in Math
- 85% of fifth grade students will score Proficient or Advanced on the Science CST.
- % of English Learners acquiring English Proficiency (AMAO1- CELDT Annual Growth or ELPAC) will grow by 1% each year of the Charter term.
- 85.5% of students will have 96% or higher attendance.

Encino Charter ES - Performance: 5-Year Projections

	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
% of Students Achieving Standards Met/Exceeded in ELA/Literacy	78%	79%	80%	82%	84%	85%	86%
% of Students Achieving Standards Met/Exceeded in Math	66%	78%	79%	80%	81%	82%	83%
% of 5 <sup>th</sup> Graders Scoring Proficient or Advanced on Science CST	93%	90%	91%	92%	93%	94%	95%
% of ELs Acquiring English Proficiency on CELDT	NA	NA	1% Growth				
% of Students with 96% or Higher in Attendance	76%	84.25%	84.5%	84.75%	85%	85.25%	85.5%

**MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

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

Encino Charter ES will utilize standardized formative assessments which include, but are not limited to: DIBELS Reading Assessments (every 6-8 weeks), CA Treasures

Assessments (weekly and per unit), My Math Assessments, STAR Reading Assessments, and Smarter Balanced Interim Assessment Blocks (multiple times in a school year).

Our goals of achievement for our DIBELS assessment for our primary grades are:

- 85% Benchmark at End-of-Year for Kindergarten
- 90% Benchmark at End-of-Year for 1<sup>st</sup> Grade
- 90% Benchmark at End-of-Year for 2<sup>nd</sup> Grade

For our 3<sup>rd</sup>-5<sup>th</sup> grade students, our goal is to achieve 85% Proficient on our ELA and Math District Interim Assessments.

In addition, Encino Charter will utilize authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios of significant work, journals, in and out-of-class work samples, homework, teacher-created tests, teacher observations, checklists, rubrics, anecdotal records, publisher-provided criterion referenced tests, and projects. Also known as performance assessments, these types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement. Encino Charter believes that formative assessments are ongoing and afford teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. We are committed to ensuring that each student reaches his or her proficiency level in the areas of language arts and mathematics.

We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Teachers and administrators examine data from various assessments to determine progress and to drive further instruction.

In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project-based learning assignments to help identify immediate areas of concern and to guide instruction.

## **DATA ANALYSIS AND REPORTING**

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

- Data from combined assessments continuously evaluated by teachers and administration, as it becomes available, in order to meet each student's and class's educational needs
  - Data is also used to identify and prioritize professional development priorities
  - School-wide data is also shared in a public forum at monthly Governance Council meetings, when it's available, in order to discuss upcoming program development and education intervention priorities

District assessment results and authentic assessment results are communicated to parents throughout the school year in informational meetings or in parent/teacher conferences

## 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**

Parental involvement is instrumental to the success of Encino Charter Elementary school. The collaboration and cooperation between parents, educators, and our learning community allows us to provide the most enhanced education possible for all. Our primary goal is to enrich the lives of the children who attend our school. We work together so that all children have equal access to a quality education filled with variety and diversity. Parents will continue to be involved in all levels of decision-making at Encino Charter Elementary that will benefit and cultivate the educational experience for all.

Encino Charter Elementary School's PTO (Parent Teacher Organization) the ETEAM, Charter Leadership Council (CLC), and School Site Council (SSL) provide direct opportunities on an ongoing basis for parents to be involved in assessing the needs of our school and providing ideas and resources to enhance and improve our school. The ETEAM and our Charter Leadership Council hold regularly scheduled meeting throughout the year to address parent and community concerns. Additional meeting may be held as specific issues arise throughout the school year, including and not limited to, interviewing for open positions, monitoring the election process, and reviewing the bylaws. The collaborative efforts between parents and teachers allow our school to continue to meet the unique needs of all students. Meetings are open to all interested parties and stakeholders who are encouraged to contribute to the agenda. Meeting schedules are available to the public via email blasts, phone calls, social media, and our school website. Charter Leadership Council meeting follow the posted agenda and comply with all Brown Act requirements. Minutes of meetings will be posted online on our school website for all to see.

In addition to contributing to the Encino Charter Leadership Council, all parents have the opportunity to participate and be involved in their child's education. Various volunteer opportunities are provided throughout the year. These opportunities include events and communications such as Back-to-School Night, Open House, STEAM Night, fundraisers, campus beautification, parent education seminars, Coffee with the Principal, parent participation in the classroom, Parent/Teacher Surveys, and Parent/Teacher Conferences. Encino Charter announces these opportunities in its weekly email blasts via the school website, and by automated phone calls (Blackboard Connect).

## **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.

Encino Charter will conduct a minimum of three prospective parent tours per school year from October to February. Interested families may receive lottery forms and enrollment information in the main office during the designated lottery application time frame. The lottery form will be available at the start of the second semester of each year. The application period for a student to be included in the public random lottery will be from the second week of January to the first Friday in April each year. The random public lottery will be conducted at 8:30 a.m. on the April day designated on the lottery form.

The information from the application form shall be kept confidential and will be maintained at Encino Charter accessible to the office staff and the administration. A lottery form must be submitted for each child in a family who is interested in attending Encino Charter. Parents/guardians may come in or mail their applications. All forms are marked with the date and time of receipt and the office staff's initials.

Regardless of whether we expect to reach capacity, Encino Charter shall conduct a random public lottery to establish a waitlist from which it can draw, in the event it does not reach its capacity.

Anyone is invited to the random public lottery. The date and times are advertised on our website, posted notices and application. A school administrator and staff member shall conduct the random drawing of names from the box, which holds the slips with the student's names written on them. Parents who did not attend the lottery drawing can determine their

child's placement on the lottery list by calling the school or coming to the main office during school hours.

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **Resident Students**

Prospective students who reside within the former attendance boundaries<sup>1</sup> of Charter School ("resident students") shall have **first** admission preference and thus are deemed exempt from the lottery.

- **LAUSD Students**

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

- Children of School Staff: Prospective students who (a) are children of District staff (certificated and classified) assigned to Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **third** admission preference.

NOTE: The cumulative number of students enrolled under these Non-resident students applying after the application period will be added to the end of the list in the same priority order as above.

The waitlist generated by the random lottery will be available in the main office of the school. If, at the beginning of or during the school year, space becomes available, Encino Charter administration may offer enrollment to students in waitlist order from the grade-level waitlists. An administration representative will contact these prospective students' families by phone and notify them of the open position and also notify them when application materials will be due. The prospective student's family will have 72 hours to reply.

## **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.



- 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.

## **REVOCAION 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.