



LOS ANGELES UNIFIED SCHOOL DISTRICT

Woodlake Elementary Community Charter

A DISTRICT AFFILIATED CHARTER SCHOOL

23231 Hatteras Street, Woodland Hills, CA 91367

Renewal Charter Petition

Submitted

February 13, 2025

TERM OF CHARTER

JULY 1, 2025, TO JUNE 30, 2030

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Woodlake Elementary Community Charter (also referred to herein as “Woodlake ECC”, “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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s 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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils 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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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(c)(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(c)(5)(A)(iii).)

GENERAL INFORMATION

• The name and title of the contact person for Charter School is:	<i>Amy Pedersen</i>
• The contact address of Charter School is:	<i>23231 Hatteras St. Woodland Hills, CA 91367</i>
• The contact phone number for Charter School is:	<i>(818)347-7097</i>
• Charter School is located in LAUSD Board District:	<i>District 3</i>
• Charter School is located in LAUSD Region:	<i>North</i>
• The grade configuration of Charter School is:	<i>TK-5</i>
• The number of students in the first year of this charter term will be:	<i>547</i>
• The grade level(s) of the students in the first year will be:	<i>TK-5</i>
• Charter School’s scheduled first day of instruction in 2025-2026 is:	<i>8/11/2025</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>577</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 (e.g. daily hours) for Charter School will be:	<i>M, W, TH, F-8:00-2:23 PM T-8:00 AM-1:23 PM</i>
• The term of this Charter shall be from:	<i>July 1, 2025-June 30, 2030</i>
• If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:	<i>July 1, 2025-June 30, 2027</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

The Woodlake Elementary Community Charter site is a conversion of the LAUSD school, Woodlake Avenue Elementary. Woodlake, an affiliated charter for grades TK through fifth grade, is in the West San Fernando Valley on a spacious campus near the western boarder of LAUSD boundaries. The school opened in 1953 and currently serves 549 students.

The Woodlake community mostly comprises educated, middle/upper class families who are invested in providing the best education possible for their children. Such an educational experience is one that emphasizes not only academic rigor, but also the arts, technology, and community-based experiences that so highly contribute to educating the whole child. Our charter has promoted and enabled the kind of collaboration and support most needed to realize these ideals, and Woodlake community members are eager to embrace all the opportunities an affiliated charter will continue to offer.

There are approximately 25 private and public-school options available to families who reside within the school boundaries. Woodlake, a high-achieving school like others in our West Valley area, is essentially competing to maintain its status in offering the highest quality of education available to children in our community. Our intent continues to be to preserve our core population while keeping our school's enrollment open to a broader base of students, thereby strengthening socioeconomic backgrounds and fostering a greater appreciation of the inherent diversity present in Los Angeles and in the grater global community. In doing so, we are making the highest standard of education available to a wider demographic of ethnicities.

In the eight-plus years of our current charter, Woodlake has seen real growth in its approach to learning and the academic performance of Woodlake students. With our strength and emphasis on educating the whole child, the challenge and excitement of new approaches to learning- Common Core, NGSS, STEM/STEAM, project-based learning, and more- have resulted in a deeper school experience for our students. The integration of technology and art have allowed our student to approach learning in a more comprehensive and meaningful way.

Woodlake has grown and adapted over the years to meet the needs of a diverse student population seeking challenges, enrichment, social opportunities, and a well-balanced education of engaging core and content subjects and experiences. When it was built in 1953, Woodlake began with 15 classrooms, a cafeteria, and auditorium, and office spaces. Today Woodlake has 26 classrooms, two resource specialists, one intervention teacher, a STEAM Innovation lab, art studio, Wonders of Reading library, music room, administration spaces, cafeteria, and auditorium. Currently, LA's Best and Beyond the Bell serves the community with an after-school program. Seven bungalow buildings have been added over time to accommodate the growth in population and programs at Woodlake, including a bungalow that serves as an additional restroom facility for upper grade students to accommodate for separate restrooms for each gender that serve multiple students. There

is also a separate handicapped restroom for individual students. Upgrades were made several years ago to the plumbing and roofing infrastructure as well as a new roof on several of the bungalows.

The school's grounds have been completely redone in the last few years. This includes new paint for all the outdoor buildings and structures, complete resurfacing of the playground with reflective paint, the addition of a gated reading garden, and new landscaping across the entire playground. The school's grounds have five main play structure areas, including basketball, tetherball, handball courts, two play apparatuses, and an outdoor pergola space. Woodlake has invested in/been the recipient of murals throughout the school grounds to provide color and life to the facility. A vegetable/flower garden thrives on the campus and is the laboratory for the gardening classes taught to every student by an Enrich LA garden ranger. Decorative gardens, including a native garden along the back side of the school, and a reading garden outside the library, line the outside perimeter of the school property.

Woodlake has taken great measures to continue the advancement of our use of technology. Woodlake is an ITI Hub School which includes our STEAM Innovation lab, embedded computer science for all students, dedicated Digital Citizenship lessons that align with literacy and social emotional learning, robotics, and an esports and computer science after school club. We currently have an Instructional Technology Facilitator Coach that works directly with teachers to support them in the creation and implementation of lessons designed using technology to increase rigor and engagement in all academic areas. All teachers have laptops and Promethean Boards to use in class.

Woodlake's library has almost 12,000 books, or 22 books per student, at various grade-appropriate reading levels. Classrooms visit the library on a weekly basis to check out reading material and learn about new authors, books or the library itself. The library has quiet reading spaces, tutoring spaces, a story-time area, and a full-time librarian.

Woodlake actively seeks parent and community involvement. Parents and community volunteers work inside the classrooms and support in our specialty classes. Parents serve as members of decision-making charter committees (that consist of Positive Behavior, Safety, Campus Beautification, Instructional Leadership, and Student Support and Progress Team), and serve on the Local School Leadership/Governance Council, to help promote the collaborative culture of the school. Parents are invited to attend and participate in Woodlake's PTSA, Back to School Night, Parent Conferences, Open House, and all community and fundraising events.

The desire of Woodlake's families to contribute to the educational experiences of our students is continually evident in the involvement our parents bring to the curriculum. It is our parent volunteers who have traditionally created visual arts programs, trained faculty to teach art projects, and co-taught art lessons with classroom teachers. We currently have a parent on staff who conceived many of our Night of the Arts (NOTA) projects and now teaches art to all classes in our art lab. Green-thumbed parents have traditionally stepped up to tend our gardens and we use them to share their knowledge with students. Several

of our former students have designed, created, and updated our vegetable garden and our other landscape spaces on campus for their Eagle Scout project. Our PTSA, recognizing the need in our community for arts and enrichment programs, funds the garden program, art instruction, coding, and a choral music teacher to teach weekly lessons, plan and hold concerts, and direct grades TK-4 in musical theater productions. Certificated classroom teachers remain teachers of record and actively participate in all parent guided programs.

Our need for ongoing community involvement can create challenges in establishing and maintaining community engagement and communication between school and families. Woodlake has met-and continues to meet-many of these challenges, not only through the committee activities and LSLC/Governance Council our charter provides, but with the creation of a comprehensive website that addresses virtually all aspects of communication among community members. Announcements, schedules and calendars, committee information, teacher profiles and assignments, student accomplishments, email communication, and so much more can be found at our website. Families appreciate this communication, which makes them feel informed and connected to the school. We are fortunate to have so many families care so much about our students, and just as fortunate to have the collaborative benefits of an affiliated charter to help make it all work.

STUDENT POPULATION TO BE SERVED

Woodlake Elementary Community Charter is a neighborhood school serving mostly students in the immediate neighborhood, as well as students who are enrolled through our lottery system.

The families of Woodlake students have instilled in their children the importance of a good education now-and higher education in the future-and they typically seek to enhance the school experience with enrichment both during and after school hours. Woodlake students are high achieving, active, and interested in exploring new ideas and activities. Many have ties to other states and countries and bring their multicultural experiences to the school setting. Our students typically share experiences and questions that extend beyond the basic curriculum. Many are involved in music, art, sports, and other cultural activities that shape their lives and education. They are exposed to many different challenges and cultures on our campus, and in our community, and are sensitive to the needs of others. Woodlake teachers are trained and dedicated to addressing those needs as well as using differentiation strategies and materials to address the diverse make-up of our student population.

Grades K-3 have a student to teacher ratio of 23-1. Grades 4 and 5 average a 31.5-1 student to teacher ratio, for which we fund a classroom size reduction teacher as part of our charter. One classroom is dedicated to our two Resource programs for pull-out/push-in services to other Special Education students who are mainstreamed in General Education classrooms.

Woodlake has an extremely diverse student body. Our 2024-2025 enrollment of 548 students consisted of 54% White, 22% Hispanic, 5% Asian, 3% African American, and 7%

two or more races. We have a significant Israeli population, as well as Indian, Pakistani, and Iranian students who are represented under the “white or “Asian” racial groupings.

Woodlake students classified as EL in our English Learner program currently total 41 or 7% of the student body. Spanish, Hebrew, and Farsi are the predominant first languages for Woodlake’s English Learners; however over 20 languages are represented in our school program. In addition, 43% of our students are Socioeconomically Disadvantaged, 10% are Students with Disabilities, and 1.3% are homeless or foster youth.

Because of Woodlake’s diverse language population, we are sensitive to communication hurdles that can occur regarding student assessments and needs. Woodlake has a Spanish-speaking Community representative on staff to aid with parent/student communication. We also have additional Spanish, Hebrew, and Farsi speaking staff members. For languages not represented by staff members, we have enlisted the help of parent volunteers from the school community to come in when need to translate. In addition, Woodlake utilizes district-provided written communication in languages needed at the school.

GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement

The faculty, staff, parents, and volunteers of Woodlake Elementary Community Charter are dedicated to the ongoing pursuit of academic and artistic excellence, personal achievement, and social success for all our students. We will continue to cultivate an atmosphere of well-being and acceptance in a safe and nurturing multicultural environment. We are committed to the partnership of home, school, and community and believe this partnership is essential to helping our students work to their greatest potential. Woodlake’s mission is to provide our students with the necessary tools based on educational research, character development, and advanced technology to become lifelong learners and productive citizens of the 21st century. Additionally, we will continue to develop and advance best practices for engaging students and parents, training teachers, and promoting educational excellence, collaboration, and innovation.

Woodlake Mantra

I am proud to be a Woodlake Wildcat.

I matter.

My actions and words have meaning.

Failing is a part of learning. I persevere through challenges in order to become a critical thinker and problem solver.

I know how to interact respectfully and responsibly so that I can be a productive citizen.

Vision Statement

- Reach their maximum potential through academically supported high expectations resulting in high achievement.
- Become creative critical thinkers and problem solvers as a result of an empowering curriculum based on current research and best teaching practices.
- Successfully meet the challenges of a dynamic, technological, and global society.
- Develop respect and responsibility for themselves and others.

Additionally, Woodlake Elementary Community Charter will continue to:

- Provide differentiated instruction for all students, including gifted/high achieving students, English Learners, and at-risk students.
- Emphasize strategies to accelerate the reclassification rate of second language learners.
- Implement intervention opportunities for at-risk students.
- Review and enforce safety, discipline, and attendance policies.
- Enhance the use of best teaching practices, professional development, and collaboration within grade levels, across grade levels, and among stakeholders.
- Integrate music, dance, visual art, physical education, and technology into a traditional, standards-based curriculum to provide a rich experience for all our students.
- Provide hands-on learning opportunities through scientific investigation and experiments, STEAM lab, special off-site field trips, and culminating grade-level activities.
- Instill character development using Second Step principals, and positive behavior supports.
- Bridge community outreach through current and future partners and programs and on-campus family-oriented events.
- Continue enrichment opportunities for students through after school enrichment classes such as chess, theater, cheerleading, etc.
- Continue working toward technological excellence and grant opportunities through parent and teacher committees.

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

At Woodlake Elementary Community Charter, the 21st Century student must be able to exhibit a range of functional, critical and healthy thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem solving, communication, collaboration, and self-awareness. These individuals are

self-confident, self-motivated, lifelong learners who are active participants and leaders in our ever-changing social and global society. There are seven skills a well-educated person in the 21st Century must possess:

- Critical thinking a problem solving
- Collaboration and leading by influence
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Accessing and analyzing information
- Curiosity and imagination

(from The Global Achievement Gap, by Tony Wagner)

The introduction and implementation of Common Core State Standards has raised expectations for critical thinking and problem-solving skills across the curriculum, and Woodlake students have risen to the challenge in their path to becoming college and career ready. Increased use of technology, project-based learning, experiential learning, and arts integration have taken students engagement to a new level, as have the new and rigorous curricular elements of NGSS, STEM, and STEAM. This approach to learning is teaching students to take ownership of their ideas, and to communicate them effectively to their peers.

How Learning Best Occurs

Woodlake Elementary Community Charter recognizes learning best occurs with cohesive interactions among students, staff and community members. Our school strives to create an educational culture where students are challenged academically and socially to nurture the development of every child. Students are actively engaged in learning and concentrate on connecting what they have learned to the world around them. Students develop skills and attitudes to become lifelong learners and are presented with challenging problem solving and critical thinking skills.

Woodlake Elementary Community Charter works to create well-rounded individuals who will be successful in a global world by introducing students to enriching opportunities to foster a well-rounded individual. “When looking at what education “could be” we need to look beyond seeing educational as a tool to train the mind and prepare for a job. Education can teach us how to use our mind, how to respond peacefully, how to find and follow our passions. This type of education comes not just from learning about these things, but from experiencing them in a classroom. “(Krishnamurti, Educating the Whole Child). Students are exposed to activities like ballroom dancing, horticulture, music, technology, physical education, technology, drama, and dance, all to help a student become well rounded, lifelong learners who are career ready. Teachers create classroom instruction that serves multiple modalities and provides students with an understanding of how different subjects blend together in the real world.

Learning best occurs when all parties fulfill their obligations in a collaborative and effective way. Students, staff and community members must work together to identify students' strengths and meet the changing needs of children. Teachers and administrators must communicate effectively with students and community members to make a cohesive learning environment, which is safe, supportive and challenging for every student.

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

Woodlake's goals enable students to be self-motivated, competent and lifelong learners because we are education the whole child, both academically, socially, and emotionally. Our students receive a rigorous curriculum that prepare them for college and careers in the real-world. Woodlake incorporates social and community ethics and values to help foster life skills and a lifelong love of learning. We encourage positive interactions amongst others to cultivate productive and self-motivated learners, who take initiative of their own learning. Our teaches provide instruction that crosses multiple disciplines, concentrating on interactive technology and the arts. Through technology, visual and performing arts, a curriculum based on the core standards, and rigorous instruction, we are cultivation students of the 21st century who can meet the demands of a global society. This ongoing work will connect our learners with the world outside the school gates, bringing personal meaning to their daily school lives. Children will enhance and deepen their understanding of new information, gain different perspectives, and prepare to apply knowledge in meaningful ways.

Teachers crate an environment in the classroom where students are encouraged to never give up and always do their best. They strive for students to communicate positively amongst each other, encourage students to verbally share their learning, and model for student the expectations in the classroom. Woodlake teachers hold students to a high standard of learning and strive to build students' confidence in themselves. Each teacher's job at Woodlake is to old student into competent, respectful, and lifelong learners.

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 (2013) (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 local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(d).)

GOAL 1: Academic Excellence Woodlake Community Charter is committed to enhancing academic performance and student success. Our primary objective is to increase the proportion of students attaining proficiency level or higher on the California Assessment of Student Performance and Progress (CAASPP) in Mathematics & ELA	Related State Priorities: <input type="checkbox"/> 1 X 4 X 7 X 2 <input type="checkbox"/> 5 X 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		

Specific Annual Actions to Achieve Goal

To achieve the goal of increasing the number of students achieving proficiency level or above on the CAASPP Mathematics & ELA assessments, Woodlake Community Charter can implement the following specific annual actions:

1. Develop and implement data-aligned instruction based on ongoing student performance data
2. Train teachers to identify and teach the types of strategic thinking required by CAASPP questions (e.g., comparative, algebraic, and conditional thinking)
3. Incorporate previewing techniques to help students understand test sections before answering questions.
4. Implement targeted interventions and support programs for students struggling to meet proficiency standards, especially for subgroups like English Learners and Students with Disabilities
5. Ensure students have ample practice with technology similar to what they will encounter on the CAASPP

Expected Annual Measurable Outcomes

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 to:

1. Increased collaboration among teachers through activities like peer observations and professional discussions about assessment results
2. Better understanding of students' knowledge and academic performance, allowing for more precise instructional next step.
3. Improvement in higher-order thinking skills, such as analyzing, problem-solving, and communicating reasoning in mathematics and comprehension and genre writing in ELA.
4. More targeted interventions for students struggling to meet proficiency standards, based on detailed performance data

Outcome #1: Students will show growth on the SBA standardized test in ELA

Metric/Method for Measuring:
Whole Child (CAASPP) will measure the DFA

APPLICABLE STUDENT GROUPS	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
All Students (Schoolwide)	20.6	25	30	35	40	45
English Learners Students	-89.8	-83	-73	-63	-53	-43
Socioeconomically Disadvantaged Students	6.2	11.2	16.2	21.2	26.2	31.2
Foster Youth Students	NA					
Students with Disabilities	-61.1	56.1	-51.1	-46.1	-41.1	-36.1
African American Students	-24.7	-19.7	-12.5	-7.5	-2.5	3.5
American Indian/Alaska Native Students	NA					
Asian Students	96	101	106	111	116	121

Filipino Students	NA					
Latino Students	-10.6	-5.6	1.6	6.6	11.6	16.6
Native Hawaiian/Pacific Islander Students	NA					
Students of Two or More Races	57.1	62.1	67.1	72.1	77.1	82.1
White Students	25.2	30.2	35.2	40.2	45.2	50.2

Outcome #2: Students will show growth on the SBA standardized test in MATH

Metric/Method for Measuring:

Whole Child (CAASPP) will measure the DFA

APPLICABLE STUDENT GROUPS	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
All Students (Schoolwide)	6.7	15	20	25	30	35
English Learners Students	-66.9	-61.9	-56.9	-51.9	-46.9	-41.9
Socioeconomically Disadvantaged Students	-8.1	-3.1	3	8	13	18
Foster Youth Students	NA					
Students with Disabilities	-65.7	-60.7	-55.7	-50.7	-45.7	-40.7
African American Students	-38.3	-33.3	-28.3	-23.3	-18.3	-13.3
American Indian/Alaska Native Students	NA					
Asian Students	95.7	100.7	105.7	110.7	115.7	120.7
Filipino Students	NA					
Latino Students	-32	-27	-22	-17	-12	-7
Native Hawaiian/Pacific Islander Students	NA					
Students of Two or More Races	48.9	53.9	58.9	63.9	68.9	73.5
White Students	12.1	17.1	22.1	27.1	32.1	37.1

<p>GOAL 2: Joy and Wellness 100% Attendance The school will annually increase the number of students that attend 173-180 days each school year.</p> <p>School Attendance Goal The goal is for students to have a 96% or higher rate of attendance.</p> <p>Chronic Absenteeism Rate The school will decrease by 1% annually the number of students missing 16 days or more each school year.</p> <p>Student Suspension Rate the school will maintain a 0% rate of suspension for all students.</p>	<p>Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 X 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 X 6</p> <p>Local Priorities: <input type="checkbox"/>: <input type="checkbox"/>:</p>																																																																																																	
Specific Annual Actions to Achieve Goal																																																																																																		
<ol style="list-style-type: none"> 1 Monthly Rewards: Maintain incentive programs for perfect attendance. 2 Stakeholder Engagement: Actively promote attendance goals to all stakeholders. 3 Home-School Connection: Strengthen partnerships through targeted programs and activities. 4 Absence Monitoring: Contact families of students with more than 7 absences per year. 5 Targeted Counseling: Provide specialized counseling services for low-income and foster youth students. 																																																																																																		
Expected Annual Measurable Outcomes																																																																																																		
<p>Outcome #1: The school will annually increase the number of students achieving an individual attendance rate of 96% of higher.</p>																																																																																																		
<p>Metric/Method for Measuring: FOCUS will act as a guide in tracking student attendance, allowing staff to identify students with increased attendance.</p>																																																																																																		
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<p>Outcome #2: Reduction in Chronic Absenteeism</p>																																																																																																		

Metric/Method for Measuring:

FOCUS will act as a guide in tracking student attendance, allowing staff to identify students with chronic absenteeism.

APPLICABLE STUDENT GROUPS	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
All Students (Schoolwide)	22%	21%	20%	19%	18%	17%
English Learners Students	30.9%	29%	28%	27%	26%	25%
Socioeconomically Disadvantaged Students	29%	28%	27%	26%	25%	24%
Foster Youth Students	N/A					
Students with Disabilities	33.8%	32%	31%	30%	29%	28%
African American Students	N/A					
American Indian/Alaska Native Students	N/A					
Asian Students	16.3%	15%	14%	13%	12%	11%
Filipino Students	N/A					
Latino Students	23.2%	22%	21%	20%	19%	18%
Native Hawaiian/Pacific Islander Students	N/A					
Students of Two or More Races	22.4%	21%	20%	19%	18%	17%
White Students	21.9%	20%	19%	18%	17%	16%

GOAL 3: Engagement & Collaboration 1. Increase School Experience Survey Completion: Implement strategies to boost the number of parents completing the School Experience Survey, ensuring a more comprehensive understanding of stakeholder perspectives. 2. Speaker Series: Invite external experts to speak on specific safety issues. This could include: Specialists in areas like bullying prevention or cyber-safety. Webinars or web-based chats for parents who can't attend in person	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 X 5 <input type="checkbox"/> 8 X 3 X 6		
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		

Specific Annual Actions to Achieve Goal

Provide Accessible Survey Options: Offer both digital and paper survey formats, with computer labs available during school pick-up and drop-off times

Implement a Reminder System: Send strategically timed reminder emails, limiting to three reminders maximum, personalizing messages to non-respondents 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.

Establish a Parent Workshop Series: Organize monthly workshops on key academic initiatives, alternating between in-person and virtual formats to accommodate diverse parent schedules

Expected Annual Measurable Outcomes

Outcome #1:
 Increase participation in the District School Experience Survey-Parents/Guardians

Metric/Method for Measuring:
 School Experience Survey

APPLICABLE PARENT GROUP	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Parents/Guardians	31%	36%	41%	46%	51%	56%

Outcome #2:
 Increase overall "Safety" percentage to meet the district average

Metric/Method for Measuring:
 School will use results from School Experience Survey

APPLICABLE PARENT GROUP	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
Reports of all types of bullying are taken seriously at this school	65%	67%	69%	71%	73%	75%
My child is clearly informed about the	82%	84%	86%	88%	90%	92%

consequences of breaking school rules						
Discipline is fair at this school	61%	63%	65%	67%	69%	71%
My child is safe on school grounds	86%	88%	90%	92%	94%	96%
OVERALL SAFETY	73%	75%	77%	79%	81%	83%

GOAL 4: Operational Effectiveness and Investing in Staff Our teachers have identified professional development as an area where our school has consistently underperformed. Addressing this deficiency and investing in comprehensive staff training programs has emerged as a critical priority to enhance our overall operational effectiveness and improve educational outcomes.	Related State Priorities: X 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 X 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 X 6		
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		

Specific Annual Actions to Achieve Goal

To achieve the goal of improving operational effectiveness and investing in staff through enhanced professional development, here are four specific annual actions:

Conduct comprehensive needs assessment
 Implement personalized Professional Development Plans (PDPs)
 Establish peer-led learning program
 Allocate dedicated time and resources for professional development

Expected Annual Measurable Outcomes

Outcome #1:
 Increase Professional Development Content Area from an overall 62%

Metric/Method for Measuring:
 School Experience Survey

APPLICABLE GROUP (Teachers)	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
The PD at this school is differentiated for my level of teaching experience	55%	57%	59%	61%	63%	65%
What I learn in our school PD mtgs addresses my students' needs	62%	64%	66%	68%	70%	72%
The PD I received this year has made a positive impact on my teaching	61%	63%	65%	67%	69%	71%
The PD I received has helped me improve students' engagement in my class	58%	60%	62%	64%	66%	68%
The PD I received has helped me improve my students' learning outcome	60%	62%	64%	66%	68%	70%
The PD I received this year has improved collaboration and teamwork with my colleagues	67%	69%	71%	73%	75%	77%
The PD I received this year has helped me grow as an educator	65%	67%	69%	71%	73%	75%

The PD I received has helped me to understand and use data to inform my instruction	68%	70%	72%	74%	76%	78%
The PD I received has helped me develop differentiated instruction for students	63%	65%	67%	69%	71%	73%
The PD I received has helped me to develop personalized learning experience for students	61%	63%	65%	67%	69%	71%
Overall Professional Development	62%	64%	66%	68%	70%	72%

Outcome #2:

Increase Educator Development Competency from an overall 74%

Metric/Method for Measuring:

School Experience Survey

APPLICABLE GROUP (Teachers)	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
The EDST evaluation process sets a high standard for effective instructional practice process.	76%	78%	80%	82%	84%	86%
The EDST evaluation process has increased the quality of instruction focused interactions with my administrator	71%	73%	75%	77%	79%	81%
The EDST evaluation process provided the opportunity to reflect on my instructional practice process	80%	82%	84%	86%	88%	90%
The EDST evaluation process helped me improve my teaching process	68%	70%	72%	74%	76%	78%
Overall Educator Development	74%	76%	78%	80%	82%	84%

INSTRUCTIONAL DESIGN

Woodlake Elementary Community Charter develops instruction based on goals of making students self-motivated, competent, and lifelong learners. We are professionals who are dedicated to applying current educational research and best teaching practices that will positively impact student learning. Students actively participate in their learning, engage in experimentation, exploration and discovery, integrate connections between what they learn and the real world, and work individually and cooperatively as members of a group.

Woodlake Elementary Community Charter School's curriculum is based on the Common Core State Standards and Associated Frameworks in all subjects, including language arts,

mathematics, science, social studies, visual and performing arts, and physical education. The curriculum meets all LAUSD and CCSS standards. We believe in addressing the needs of our multi-cultural population by promoting a balanced program that combines direct instruction, guided practice, and the application of skills needed to help our students become well rounded and creative thinkers contributing to our ever-changing society. Woodlake provides teaching methodologies based on differential, experimental, and inquiry instruction. Supporting these methodologies, Woodlake teachers use collaborative and departmentalized instruction within the grade level. All our methodologies are supported by authentic assessments based on Common Core State Standards, using district, teacher-created, performance and publisher assessments. The data collected from these assessments is used to help guide instruction, determine teaching methodologies, and select curriculum materials to improve student learning.

Teachers provide instruction that cultivate critical thinking skills, problem solving skills, and work to develop collaboration amongst students. Sandra Kaplan's Depth and Complexity is accessed across the curriculum and all grades. Based on her research, her primary area of concern is modifying the core and differentiated curriculum to meet the needs of gifted learners. At Woodlake, teachers provide project-based learning to develop the critical thinking skills and provide instruction for students to practice thinking at a cognitively stronger level. "Project-based learning crates the opportunities for groups of students to investigate meaningful questions that require them to gather information and think critically" (David, 2008) Marsha Tate's Brain Based Strategies, whose research addresses twenty highly effective methods for delivering instruction suggests through the utilization of music, storytelling, movement, humor, graphics, drama and role playing, a child is more actively engaged in the learning process and will have a greater retention of information presented. The strategies are implemented into the rigorous curriculum to help cultivate the minds of our students.

To make sure all students are successful, teachers also employ Thinking Maps as a means of construction networks of knowledge. Thinking Maps were developed as a language for learning in 1998 by Dr. David Hyerle. There are eight maps in this language that are used for reading comprehension, the writing process, problem solving, and thinking skills improvement. Each of the eight Thinking Maps is based on a fundamental cognitive skill such as comparing and contrasting, sequencing, classifying, and cause-effect reasoning. Robert Marzano, Ph.D. wrote, "Knowledge is stored in two forms: linguistic, and non-linguistic. Research proves that the more we use both systems of representation the better we can think and recall knowledge." Using this resource helps our students with a set of tools to help synthesize and connect information. This enables them to conceptualize understanding and communicate abstract concepts across the curriculum.

Additionally, teachers use Lauren Resnick's *Principal of Learning Strategies*, which includes clear expectations *I know and understand what is expected of me*, accountable talk *I should be able to explain what I know to others*, recognition of accomplishment *when I work hard, my teacher praises me and celebrates my efforts*, fair and credible evaluations *I know what I need to study, I will be expected to share what I learned in my classroom*,

academic rigor in a thinking *curriculum I challenge myself to be a risk taker and problem solver.*

Teaching Methodologies

- Academic Rigor-Teachers provide instruction that is challenging and provides students with in-depth, problem-solving questions to challenge students academically.
- Clear Expectations- Teachers provide clear expectations for students and students understand what is expected of them in the classroom. The teachers break down the standards in kid-friendly terms and provide students with the purpose for learning.
- Collaborative Grouping- Teachers provide small groups where students are encouraged to interact with their peers and have discussions about the core academic subjects. Collaborative grouping promotes student to student interactions, diverse perspectives, and teamwork amongst students.
- Criteria Charts/Rubrics- Criteria charts and rubrics are presented to students to clearly explain how students can meet and exceed the standards in all academic assignments and subjects.
- Direct Instructions- Teachers implement, create, and teach lessons based upon the Common Core State Standards.
- Guided and Independent Practice- Students are provided group time and independent time to practice new or developed skills in instruction.
- Guided and Independent Practice- Students are provided group time and independent time to practice new or developed skills in instruction.
- Small Group Instruction- Teachers create small groups to provide more in-depth instruction to students who need extra support in all academic areas.
- Differentiated Instruction- Teachers design lessons that are appropriate to the academic needs of each student and allow students to produce work which fits their academic level.
- Higher Level Thinking- Teachers design lessons to meet the needs of high achieving students. Students are presented with complex problems and asked to solve the problems with depth and complexity using their highest level of thinking.
- Integration of the Arts- Teaches and curriculum specialists use drama, dance, music, and visual arts to deepen students' understanding of the core subjects through different learning modalities.
- Experiential Learning- Students learn about the core subjects through direct experiences. Experiences happen through plays, field trips, labs, simulations, and experiments. Students relate these experiences to the curriculum and develop and conceptualize a deeper understanding of the curriculum.
- Project Based Learning- Teachers evaluate the learning of students through the outcome of students work. Students produce a differentiated project that correlates to the standards and teachers evaluate the product the students produce.
- Blended Learning- Students learn core academic subjects through technology, hands-on materials, and academic books.

Over the years, these teaching modalities have been manipulated to meet the technology and arts needs of our students. Our school is now a one-one technology school. We have iPads for each student in grades TK-2nd and Chromebooks for each student in grades 3rd-5th. Our students practice Digital Citizenship and are using the computers as an integrated part of the curriculum in all subjects.

Woodlake takes pride in following the proposed instructional framework and the teaching modalities to ensure a quality, well-rounded education for its diverse learners. Through the teaching modalities, we can access and support all of our learners: GATE, Special Education, English Learners, Underachieving/Non-Proficient, General Education, and the Socio-Economically Disadvantaged.

Curriculum and Instruction

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

Outlined below, by subject area, are the scope and sequence of the skills planned for instruction at Woodlake. All California Common Core State Standards are addressed with planning across grade levels so that students achieve consistent instruction.

English Language Arts

All Woodlake students receive instruction in Language Arts that incorporates the following:

- Teachers provide a rigorous curriculum that exceeds CCSS for grades TK-5.
- Teachers support reading using the CKLA reading program and supporting materials such as core literature, Scholastic News, ReadWorks, literature circles, readers' theater, and websites such as Newsela, Accelerated Reader and iReady.
- Students use technology as a tool for research, presentations, project exhibits, and digital portfolios.
- Students make connections and inferences, predict, visualize, question, summarize, and evaluate with core or other literary texts, and through a variety of cultural perspectives.
- Students lead/teacher facilitates discussion of ideas and values in core and other literary texts.
- Students develop critical reading skills, multiple reading skills, close reading skills/finding evidence for comprehension and position support, and annotation skills.
- Students critique, justify, and theorize in composition/writing across disciplines.
- Students develop grammar, spelling, oral speaking, and integration of language arts embedded throughout the curriculum.
- Students apply vocabulary development in written and oral formats.
- Students apply research skills to reading and writing across the curriculum.
- Students demonstrate critical thinking skills specific to Bloom's Taxonomy.
- Students demonstrate depth of comprehension using Gould and Kaplan's Depth of Complexity icons.

- Students write creative stories and poetry.
- English Learners receive ELD support with Treasures ELD component and use of Rosetta Stone on their personal device.
- English Learners receive ELD instructional strategies that include thinking maps, task-based learning, sentence frames, think-pair share, and reciprocal teaching.

Mathematics

All Woodlake students receive instruction in Mathematics that incorporates the following:

- Teachers provide a rigorous curriculum that exceeds CCSS for grades TK-5.
- Teachers facilitate student performance of the 8 mathematical practices as outlined in the CCSS.
- Teachers utilize the Eureka Math program as a primary tool for mathematics instruction.
- Teachers support and develop students' mathematical proficiency using Eureka Math (Engage NY) and supporting programs such as My Math, Singapore Math, Math Their Way, Marcy Cook, and websites such as IXL, Zearn.org, LRSSonline.com, Kahoot and Kickin' It (for multiplication fluency).
- Teachers support and develop students' mathematical proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes.
- Students develop understanding of the concepts of computation, patterns, functions, geometry, statistics, and probability.
- Students apply math skills to the daily problem-solving situations.
- Students recognize relative information and review applications by checking work.
- Students understand the structure and logic of mathematics.
- Students clarify and demonstrate their understanding of mathematics using manipulatives and mathematical tools such as number lines, tape diagrams, number bonds, fraction circles, place value charts, protractors, computers and rulers.
- Students clarify and demonstrate their understanding of mathematics through reading, writing, listening, and speaking.
- Students solve problems by identifying the facts, pertinent information, variables, and different ways in which to solve problems by drawing pictures, making diagrams, using manipulatives, or working backwards.
- Students are challenged with meaningful, real world and complex problems that require the use of higher-level thinking skills.
- Students are encouraged to create and develop their own problems for the class to solve.
- Students connect math across disciplines (music, dance, science, art, technology, and history).
- Teachers guide and facilitate mathematics instruction drawing on concrete experience designed for students to make connections and build upon that foundation through abstract reasoning and problem solving.
- Teachers provide differentiated instruction in groups to meet students' needs from intensive to advanced.

Science

All Woodlake students receive instruction in science that incorporates the following:

- Teachers provide a rigorous curriculum that exceeds California Content Standards, CCSS and NGSS for grades TK-5.

- Teachers utilize the Full Option Science Series (FOSS) from Delta Education and its state adopted textbook as the primary tool for science instruction to support students in meeting all standards.
- Students increase their understanding of scientific principles through the interdisciplinary components of STEM and STEAM instruction.
- Teachers use embedded science lessons in CKLA, commercial publications and teacher created materials to deepen students' understanding of science standards, as well as websites and internet research.
- Teachers integrate science and writing by using Gould and Kaplan's Depth and complexity icons.
- Students hypothesize and develop experiments using the scientific method.
- Students perform hands-on experiments to further research and prove/disprove conjecture.
- Students consider other subjects such as music and art from the viewpoint of a scientist.
- Students understand the need for eco-friendly products and lifestyle changes to improve our local and global community.
- Teachers teach the sciences as a cumulative process that builds upon prior knowledge and experiences as the students' progress through the grade levels.
- During their annual outdoor education trip, fifth grade students explore leadership team building activities and study of Native American culture and life skills, ecosystems, habitats, and flora/fauna.
- Fifth grade students investigate astrology at the Griffith Park Observatory.

Social Studies

All Woodlake students receive instruction in History/Social Studies that incorporates the following:

- Teachers provide a rigorous curriculum that exceeds California Content Standards and CCSS for grades TK-5.
- Currently Woodlake utilizes Scott Foresman History-Social Science for California as a primary tool for instruction of History and Social Science.
- The program is expanded and enriched through activities and lessons that are integrated through technology, language arts and the visual and performing arts.
- Frequent opportunities are provided for students to learn about various ethnic populations in Southern California, the U.S., and the world.
- Students are provided opportunities to share their language, cultural ideas, customs and heritage, thereby providing multicultural dimensions to the curriculum.
- Students understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods.
- Through critical thinking skills, students relate historical events over time and are able to find parallels and patterns in those events.
- Students interpret geographical and historical information to draw conclusions.
- Students understand cause and effect of historical events.
- Using role-play and interactive units, students address and meet standards through experiential understanding.
- Students learn to research their own histories through their heritage, culture, family trees and traditions supported through field trips, research projects, and school wide events.

Technology

- Teachers regularly use iPads/Chromebooks, laptops, projectors, document cameras, and Promethean Boards to engage students and facilitate classroom instruction.

- Using Chromebooks, iPads, and visiting the STEAM Innovation lab gives Woodlake students the opportunity to engage in a wide variety content creation including computer science related lessons. The STEAM innovation lab helps teachers to facilitate lessons in language arts, math, science, and social studies at an easily accessible and enhanced pace and depth.
- Students acquire technology skills at each grade level that support the CCSS standards in ELA and Mathematics, as well as the CCSS reading and writing applications of science and social studies content areas.
- Students acquire technology skills at each grade level that assist them in SBAC performance.
- Students demonstrate written expression using word processing technology and integrated classroom projects.
- Students use learning software such as IXL, AR, and iReady to develop academic skills in core subject areas.
- Students explore and use artistic applications appropriate to grade level with programs such as the Google Suite, Scratch, Wonder, and iMovie.
- Internet access enables students to broaden their research capabilities.
- Students utilize digital photography and video to enhance classroom presentations.
- Students use the STEAM lab and have access to Dash robots, Shero robots, VEX robotics, Piper Play Kits, and 3-D printing.
- Woodlake is an ITI Technology hub school and will become an ITI demonstration school in the upcoming year.
- Students work with data to identify and present information using Excel spreadsheets (upper grades).
- Students utilize up to date sources of information relevant to study.
- After school E-Sports gaming club and Computer Science for Good club.

Visual and Performing Arts/Physical Education/Enrichment Instruction

Visual and Performing Arts

All Instruction in visual and performing arts at Woodlake is aligned with state content standards.

- Woodlake has a rich history in providing quality visual art instruction through parent volunteers and teacher training, including use of the parent/volunteer created Touch of Art and Art Box programs.
- Currently, Woodlake's visual arts program consists of weekly lessons and projects performed in an art lab on campus, led by an art instructor with the guidance of a credentialed teacher.
- Classroom teachers also teach visual art at Woodlake, using Touch of Art/Art Box projects, aligning projects with art lab projects, and/or creating their own projects aligned with visual art standards.
- Choral music is led by a music instructor with the guidance of a credentialed teacher, and all students at Woodlake receive this instruction once per week.
- The choral music teacher also leads a chorus (grades 4 and 5) and junior chorus (grades 2 and 3), who perform in concerts at Woodlake.
- The choral music teacher provides lessons in the elements of music as well as leading concert performances and musical theater productions.
- Music lessons include studies of notes and rhythms, the learning of songs in musical and cultural contexts, and the use of instruments.

- Upper grade students may participate in orchestral music instruction and perform in concerts on the school site.
- District professionals who are credentialed teachers come to Woodlake every year to provide instruction in dance or drama. Most of the students at Woodlake are participating in weekly drama instruction provided by a district professional.
- Woodlake students receive classroom instruction in drama from credentialed teachers as well, including readers theater and classroom performances.
- Each grade level in TK-4 works with the choral music teacher to perform a musical theater production tied to literature, social studies or science. (Grade 5 focuses on the musical elements of their culmination in June.) Recent and upcoming productions include The Insect Parade (TK); Mother Goose's Character Camp (kindergarten); The Three Piggy Opera (first grade); American Symbols (2nd grade); The Weather Show (3rd grade); and the Gold Dust or Bust (4th grade).
- Students participate and perform in multicultural dances throughout the year, at assemblies and events, and participate in classroom dance instruction.
- This year, students in grades 4 and 5 are participating and performing in Ballroom Dancing.
- At Woodlake's annual Night of the Arts (NOTA), visual and performing arts are on display at an evening community celebration of the arts at Woodlake. Visual art is featured in our outdoor garden and playground-turned-gallery, and recycled art forms (animals) are displayed throughout the event. Chorus and orchestra perform in a concert for the community.

Health and Physical Education

- Teachers help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness.
- The physical education program provided to all Woodlake students addresses the state standard for Physical Education. Teachers currently use the SPARK PE program to teach PE skills, in addition to our Project Fit America (PFA) apparatus, track work, and instruction/practice in games and sports.
- We currently contract with Got Game who works with each grade for 60 minutes per week to engage in a game based physical fitness program.
- Students understand that physical activity is an important component to achieving a healthy mind and body.
- Students understand that organized physical activity provides them with a healthy mind and body; enhances the concept of team sports and good sportsmanship; and incorporates fairness in competition.
- Students understand that regular physical activity enhances all aspects of development, including academic performance, movement knowledge, motor skills and self-esteem.

Additional Enrichment

Most programs and materials listed are available at all grade levels, through some (e.g., Core Literature) are geared to upper grades.

ELA: core literature; Accelerated Reader; iReady; art and language arts integration.

Mathematics: Five Minute Frenzy (multiplication practice); IXL; iReady; Kahoot.

Technology: STEAM Innovation Lab with 3-D printers, robots, gaming computers, and updated computer lab with 36 new Apple desktops; Computerwise Kids lessons with professional instructor; Chromebooks for every student in grades 4 and 5 (to add third grade next year); iPads and iPod touches available for rotations or group work; use of code.org for STEM studies; Google apps; Google Classroom

Social Studies: integration of core literature to bring history alive (e.g., “Johnny Tremain”); historical reenactments

Science: horticulture classes led by parent instructor in school garden; FOSS lab with parent volunteers; digital science notebooks.

Arts: art studio with art teacher; weekly choral music lessons with paid instructor; choral music concerts; chorus and junior chorus; musical theater productions; orchestral music instruction and concerts with paid instructor (upper grades); drama with district instructor; ballroom dancing for grades 4 and 5; dance club on Friday mornings.

PE/Health: SPARK program for classroom teachers; district PE instructor once per week; tennis instruction (limited but planning to expand); health food labeling unit; 5th grade Presidential Fitness Program; walkathon (annual fundraiser for technology, science)

In Multiple Content Areas:

- Grade level rotations for language arts and math at most grade levels to support small group individualized instruction.
- All teachers use the Second Step character education program weekly to support social emotional health.
- Every class has use of our Wonder of Reading library, for regular sessions once a week, and it is available to students during recess and/or lunch and after school.
- Most grade levels go on one or more field trips during the year, to enhance lessons in social studies, science or art. The fifth grade also goes on a three-day/two-night science camp trip every year.
- Other tools/areas of enrichment include Depth and Complexity icons, project-based learning, PowerPoint, Google Suite, Robotics; code.org; Newsela; Scholastic News; Time for Kids; and integrating technology into the classroom.

Transitional Kindergarten

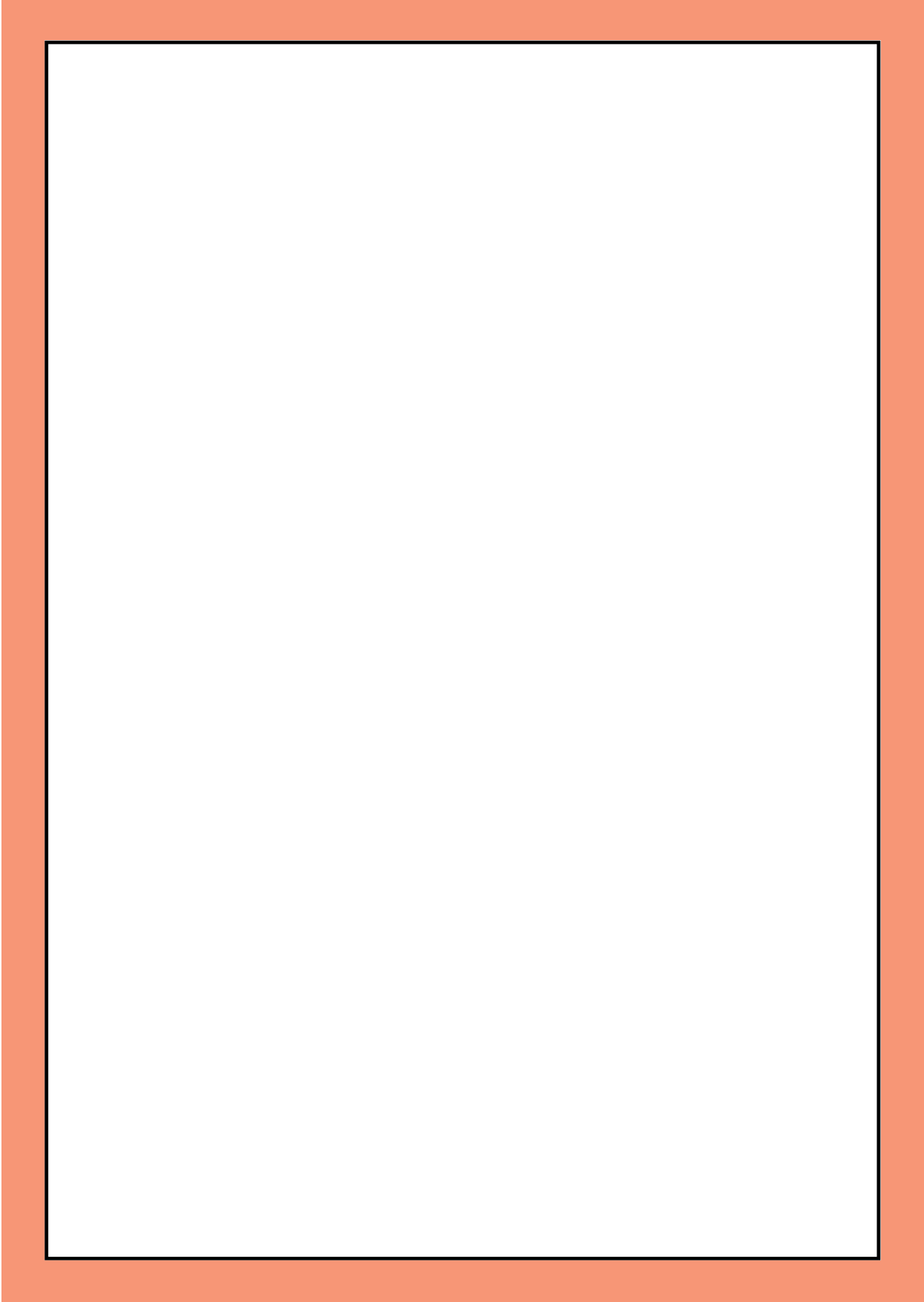
Charter School shall comply with all applicable requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter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

- Teachers use The Creative Curriculum to engage their students in a developmentally appropriate play-based learning program.

- Students have the opportunity to learn to regulate their own emotions and behaviors. They establish and sustain positive relationships. They participate cooperatively and constructively in group situations.
- Students demonstrate physical skills such as traveling, balancing, gross-motor manipulative skills, and fine-motor strength and coordination.
- Students acquire language skills such as listening to and understanding increasingly complex language, using language to express thoughts and needs, and using appropriate conversational and other communication skills.
- Students develop cognitive skills that help them to develop positive approaches to learning, remember and connect experiences, use clarifications skills, and use symbols and images to represent something not present.
- Students learn literacy skills and can demonstrate phonological awareness, phonics skills, and word recognition. They demonstrate knowledge of the alphabet, knowledge of print and its uses, comprehend and respond to books and other texts, and demonstrate writing skills.
- Students learn to use number concepts and operations, explore and describe spatial relationships and shapes, compare and measure, and demonstrate knowledge of patterns.
- Students learn to use scientific inquiry, demonstrate knowledge of the physical properties of objects and materials, demonstrate knowledge of Earth's environments and use tools and other technology to perform tasks.
- Students learn to demonstrate knowledge about self, show basic understanding of people and how they live, explore change related to familiar people or places and demonstrate simple geographic knowledge.
- Students explore the visual arts, musical concepts and expression, dance and movement concepts, and drama through actions and language.
- During the week, Woodlake's TK students enjoy music, art, computer lab, gardening and library.

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, including but not limited to provisions related to work year, academic calendars, and schedules.



Woodlake Elementary Community Charter School
 Bell Schedule
 2024-2025



REGULAR SCHEDULE

Gates Open	7:35 am
Walk to Class	7:55 am
Class Begins	8:00 am
Recess	Grade TK: 9:40 am- 10:00 am Grades K-2: 10:00 am–10:20 am Grades 3,4,5: 10:30 am – 10:50 am
Lunch	Grade TK: 11:30 am- 12:10 p.m. Grades K, 1, 2: 11:55 am–12:35 p.m. Grades 3, 4, 5: 12:35–1:15 pm
Dismissal Time	2:23 pm
All Gates Close	2:40 pm



TUESDAY BANKED DAY SCHEDULE

Gates Open	7:35 am
Walk to Class	7:55 am
Class Begins	8:00 am
Recess	Grade TK: 9:40 am- 10:00 am Grades K-2: 10:00 am –10:20 am Grades 3,4,5: 10:30 am – 10:50 am
Lunch	Grade TK: 11:30 am- 12:10 p.m. Grades K, 1, 2: 11:55 am–12:35 p.m. Grades 3, 4, 5: 12:35–1:15 pm
Dismissal Time	1:23 pm
All Gates Close	1:40 pm

MINIMUM DAY SCHEDULE

Gates Open	7:35 am
Walk to Class	7:55 am
Class Begins	8:00 am
Brunch (No Lunch Today)	Grade TK: 9:30 am- 10:00 am Grades K-5: 10:00–10:30 am
Dismissal Time	12:48 pm
All Gates Close	1:08 pm

Revised 01/06/2025

As an LAUSD affiliated charter school, Charter School follows the LAUSD's academic calendar.

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

Professional development at Woodlake is determined by both LAUSD goals and initiatives as well as by the Woodlake community. At Woodlake, professional development is divided into two sections: local and District. Local professional development is determined by the classroom teacher and administration based on the identified needs for instruction and learning. This may utilize different teachers with a variety of expertise such as differentiating, using depth and complexity icons, Thinking Map skills, strategies for behavior support, discipline policies, as well as ensuring success for students with special needs in a general education setting. Experts provide current research-based in-services on varied topics. Professional development may also include articulation across grade levels. Grade level planning occurs once a week, when teachers work as a team to create short- and long-term goals in teaching. Additionally, teachers look at current student data to help drive their instruction to ensure universal access for all students.

Integrating District professional development at the school site is the responsibility of the school principal. District initiatives are the core of the district's professional development. This includes, but is not limited to, State and Federal mandates, Response to instruction and intervention, English Language Learners, Mathematics, and English Language Arts instruction. The principal is responsible for following through on required professional development at the school site. Often these professional development topics arise out of a principals meeting. Often, they arise out of State or Federal mandates. Topics and agenda on these items will change from year to year. It is the principal's job to deliver, document and submit completion of the mandated district and state professional development. Teachers can participate in District workshops, University courses, and professional conferences to enhance their expertise as educators.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *Master Plan for English Learners and Standard English Learners*, 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 *Master Plan for English Learners and Standard English Learners*.

As a District affiliated charter school, Woodlake Elementary Community Charter shall implement the provisions of the District's *Master Plan for English Learners and Standard English Learners*, 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 *Master Plan for English Learners and Standard English Learners*.

By using LAUSD's Master Plan as a guide, Woodlake Elementary Community Charter provides English Language Learners with opportunities to become proficient and fluent in the English language. Parents enrolling their child must complete a Home Language Survey as part of the registration packet. The Woodlake enrollment packet also includes the "Instructional Program Options for English Language Learners" brochure, published by LAUSD that informs parents and guardians that English proficiency will be determined by the English Language Proficiency Assessment for California (ELPAC). This initial and annual assessment will determine students' eligibility, placement, and progress in the English Learner (EL) program. Additionally, the brochure gives a description of proficiency levels and highlights program options available to English Learners in LAUSD Schools. Woodlake offers the Mainstream English Program.

Teachers at Woodlake are certified to teach English Language Learners under California law. Students in the ELD program will participate in Designated and Integrated ELD Instruction. Teachers use the district-adopted CKLA Language Studio, which blends EL instructional content with regular classroom instruction. All classroom teachers have been trained in the UTK-12 Essential Instructional Approaches for Multilingual Learners which include Active Listening, Extended Communication, Oral Summarizing and Constructive Conversation Skills. Additionally, practices such as CLRP, SDAIE, Thinking Maps, and vocabulary development are incorporated. Professional development is ongoing to help teachers stay current with the latest research and strategies.

Specific instructional strategies used to assist English Learners include the use of realia, Total Physical Response, Pair Share, paraphrasing, Thinking Maps, cooperative learning, praise, scaffolding, imagery, reciprocal teaching, and KWL charts as well as research-based cognitive academic language. English Learners are identified using the Home Language Survey and the ELPAC. If a language other than English is indicated on the Home Language Survey, an initial ELPAC exam will be administered. Based on the results of the initial ELPAC students will be identified IFEP (Initial Fluent English Proficient) or LEP (Limited English Proficient). Parents are notified of the designation and ELPAC scores. Students will be placed in a classroom based on the Master Plan and parents will be notified of ELD designation. Students classified with Limited English Proficiency (LEP) will be regularly graded on their progress towards ELD standards as well as their progress in grade level ELA standards. Parents will be informed of each child's progress throughout the year and at each reporting period. An English Learner will exit the EL program, achieving redesignation status (RFEP) once he or she meets reclassification criteria: an overall ELPAC score of 4; benchmark scores on DIBELS assessment or approaching grade level on iReady Reading; and ELA composite grade of 3 or 4.

- At Woodlake, EL students daily receive 30 minutes of Designated ELD instruction and Integrated ELD instruction throughout content area during the day.
- Small group ELA intervention targeting foundational reading skills and conversational skills for Newcomers.
- Progress Monitoring assessments
- Lower grade emphasis on phonics
- Upper grade emphasis on fluency and retelling

In addition, the EL Coordinator monitors RFEP performance and provides interventions for RFEP students experiencing academic difficulties. The principal and the EL Coordinator conduct classroom observations of designated and integrated EL lessons. For students who are deemed ready to reclassify but don't have the necessary report card grades in all areas, the EL Coordinator addresses the need with SSPT review to ensure students are redesignated RFEP when ready.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to 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 on a fee-for-service basis.

At Woodlake Community Charter, all second-grade students take the Otis-Lennon School Ability Test (OLSAT) to determine eligibility for the Gifted and Talented Education (GATE) program. Currently, 15% of our students are identified as gifted. Given the high achievement levels of many of our students, it is crucial for all staff to provide instruction that meets the needs of both high-achieving and GATE students.

Each teacher at Woodlake is committed to meeting the differentiated needs of GATE learners. Teachers design lessons and projects that foster high-level thinking skills and aim to unlock the potential of every student. Our curriculum is based on Sandra Kaplan's depth and complexity icons, which are integral to helping students synthesize and analyze information for a deeper understanding. Drawing on Todd Stanley's *A Teacher's Toolbox for Gifted Education*, we focus on strategies such as using open-ended questions, creative problem-solving tasks, and offering opportunities for self-directed learning. These strategies enable students to engage in critical thinking and demonstrate their abilities in innovative ways. Teachers also provide opportunities for creativity, logical reasoning, and problem-solving in a variety of formats, encouraging students to take ownership of their learning.

Identified GATE students are grouped together in a self-contained classroom environment, in line with the guidelines provided by the Los Angeles Unified School District (LAUSD). This self-contained structure emphasizes acceleration and continuous progress tailored to individual needs. GATE classrooms typically have 5-8 students, and high-achieving students are also grouped together to ensure they receive enrichment opportunities. Drawing from Todd Stanley's toolkit, teachers use flexible grouping to adjust and adapt instruction to meet students' varying readiness levels and interests. Groupings change regularly, ensuring all students are challenged and given the chance to collaborate with peers who share similar learning abilities.

Woodlake teachers engage in ongoing professional development in gifted education. Many attend Sandra Kaplan's summer institutes on gifted education at USC and participate in conferences at the Skirball Center in Los Angeles. Professional development is crucial to ensuring teachers remain well-equipped to meet the evolving needs of GATE and high-achieving students. As Todd Stanley emphasizes in his book, professional development opportunities help educators refine their skills in differentiation, problem-solving strategies, and providing meaningful challenges for gifted learners.

When a teacher identifies a student as high achieving during the school year, they contact the gifted coordinator to begin the GATE testing process. The gifted coordinator, in collaboration with the administrator, reviews test scores, achievements, teacher observations, and records to determine whether the student should be tested. Students in grades 2 through 4 are considered for GATE based on intellectual ability, high achievement, creativity, leadership, or performance in visual and performing arts. Testing is conducted on-site at Woodlake by an LAUSD-authorized psychologist. Once testing is complete, the LAUSD GATE office processes the referral and, if students meet the high achievement and single-subject criteria, the GATE identification process is finalized.

Differentiated instruction, which meets or exceeds state and national guidelines, occurs schoolwide. For students who demonstrate high achievement but do not qualify as officially identified GATE students, Woodlake ensures they are still provided with advanced learning opportunities. Teachers receive professional development on strategies such as using Kaplan's depth and complexity icons, Bloom's Taxonomy, and Thinking Maps, as well as Todd Stanley's techniques for differentiating content, process, and product. These strategies support gifted learners by allowing for various levels of complexity and depth in their tasks, promoting independent thinking, and fostering growth in creative problem-solving.

Woodlake emphasizes higher-level thinking skills by providing students with opportunities to engage with the core curriculum in ways that increase depth, complexity, and novelty. Drawing from *A Teacher's Toolbox for Gifted Education*, our teachers implement strategies like compacting the curriculum to allow students to progress at their own pace, as well as extending content through independent projects that challenge students beyond grade-level expectations. Differentiation in the classroom allows for individualized extensions, acceleration when appropriate, and opportunities for creative problem-solving activities. Students are encouraged to demonstrate their learning in creative ways that reflect the needs of 21st-century learners.

Technology supports and extends the curriculum through a STEAM Innovation lab and one-to-one computers in all grades. In addition to these technological resources, students are offered opportunities to participate in independent and small-group projects. They work with challenging and above-grade-level materials that are designed to stimulate their intellectual curiosity and deepen their understanding of the subject matter. Woodlake Community Charter monitors the progress of its gifted and talented students using report cards, test scores, DIBELS, iReady, teacher observations, classwork, and classroom participation. All students are assessed annually, and teachers track their

progress using cumulative folders. This ongoing monitoring, in alignment with Todd Stanley's recommendations for frequent formative assessments, helps ensure that GATE students are consistently challenged and supported in their academic growth.

Students Achieving Below Grade Level

Woodlake Elementary Community Charter School is committed to maximizing the learning potential for low achieving students. High expectations are held for all our students, including those who are identified as low achieving. Woodlake Charter firmly believes that all students can succeed and provides identified low achieving students all the additional scaffolding, resources, and strategies available. Providing multiple opportunities and pathways for low achieving students allows students to access the curriculum, make it comprehensible and improve their potential for achievement. Throughout the school year, low achieving students are identified and closely monitored to improve progress and performance. This information is used by teachers to plan teaching methodologies, collaborate with colleagues to support student learning, and target instruction to provide maximum opportunities for learning and growth.

Throughout the year, low achieving students are monitored to review their progress toward the standards. The principal is actively involved through communication and classroom visits to help monitor and assist the progress of the low achieving students. The Woodlake Instructional Leadership Team (WILT) meets bimonthly to develop new ways to improve academic programs to meet the needs of low achieving learners. The goal is to have students transition from lower achieving status into the proficient levels of the SBAC test.

Students achieving below grade level are measured in multiple different ways including: DIBELS and DAZE scores, iReady, District Interim Assessments for reading, writing and math, Eureka Math, CKLA, classroom assessments, teacher observations, and computer-based program data. The Smarter Balance Assessment data and 5th grade California Standards Test in science are used for summative data and help determine the areas where students are performing below grade level.

Data from the formative and summative assessments are collected and teachers and the Instructional Leadership Team review the areas of need of low achieving students. Teachers learn which standards students are not meeting and provide differentiated, specific instruction to meet the needs of the students in the targeted areas. Each classroom has a teacher's assistant and working together with students in a small group, provides individualized instruction in the areas of need. After school tutoring is provided in both Math and ELA, where students receive specific instruction and basic math skills, SBAC practice, and practice in reading fluency and comprehension.

To improve student academic levels, students receive specific, concentrated instruction in their identified areas of need. Teachers address the needs of low achieving students with the use of quality first teaching and the three-tiered approach. This approach includes Tier 1, (Core Curriculum and Instruction), Tier 2, (Strategic or Supplemental Instruction and Intervention), and Tier 3, (Intensive Instruction and Intervention). Strategies may include individual, pair, and small group instruction, pre teaching / reteaching of curricular content, repetition, and additional time and practice to grasp concepts. These instructional strategies, along with the reflective model are implemented with high intensity, duration and frequency as needed. Woodlake Elementary

Community Charter is staffed by an intervention teacher who works directly with classroom teachers to provide in class support and intervention outside of the classroom. The Learning Center provides small group instruction for students in their specific areas of need. They provide broken down instructions, re-teach, note taking skills, close reading, and small group discussions in the specific areas of need.

Student Success Team (SST) meetings are held with classroom teachers, parents, the resource teacher and an administrator. Together the team gathers information, identifies needs, and creates a plan to help the student access the curriculum successfully in the classroom. The plan is communicated with all parties involved and reevaluated after 2-3 months to check the progress of the student and determine the plan's effectiveness.

We have after school intervention in the area of english language arts and math for those students who are performing below grade level. We also offer Saturday school for those students who are performing below grade level in math.

Socioeconomically Disadvantaged

Our goal is for all students to have academic, social and emotional success, regardless of economic status or advantage. Woodlake encourages the need of all students to be equipped with the tools to be successful learners. Our PTSA helps provide the materials we need for our rigorous academics and arts programs, making sure every student has access to their specific learning opportunity. Woodlake supports socioeconomically disadvantaged students through access to technology programs like Newsela, IXL, iReady, coding classes, field trips, after school intervention, scholarships for enrichment, and Youth services.

Students with Disabilities

Special Education

The District shall continue to serve the needs of students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA, California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools.

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 or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education status.

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, 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 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 and submit to the District all required reports.

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. All employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools. 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

Unless circumstances indicate otherwise, the referral process shall include Student Support and Progress Team (SSPT) 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

(Rtl) 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 teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15-day timeline.

Upon a parent/guardian's request for assessment, the District Affiliated Charter School will either (1) develop an assessment plan in Welligent for each student with suspected disabilities within the 15-day timeline; or (2) within 15 days convene an SSPT meeting to review and discuss the request in light of student records, acquired data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter School shall 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. Inclusion

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 and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

g. 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 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.

h. Student Discipline

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 as 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.

2. Procedural Safeguards/Due Process Hearings

The District on behalf of and/or in conjunction with the District Affiliated Charter School 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 determine that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, the District will be named as respondent-s. 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.

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required 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.

Students in Other Student Groups

Homeless Youth:

Homeless Youth are supported the same way as mentioned above based on their educational and social-emotional needs to promote academic success and student achievement. Through our School Administrator we will work to ensure equal access to all school curriculum and enrichments, meal programs, as well as other applicable services available at Woodlake (e.g. tutoring, counseling, PTSA parent support for school supplies/transportation). Our School Administrator is responsible for implementation of the Homeless Education Program, which helps to serve these families in transition by providing advocacy and referral services as needed.

Foster Youth:

Foster youth will be supported in the same way mentioned as above based on their educational and social emotional needs to promote academic success and student achievement. Our School Coordinator is designated as the Foster Youth Achievement contact at Woodlake Elementary Community Charter. Through Foster Youth Achievement we will enhance educational outcomes and academic achievement for youth living in foster care by providing counseling, tutoring, and other needed school supports. Our School Coordinator will work with community agencies such as the Department of Children and Family Services and social workers to ensure the success of Foster Youth.

“A TYPICAL DAY”

We are currently an ITI Technology hub demonstration school and as such open our campus for visitors from other schools to come and observe how technology is being integrated into our classroom instruction. We host a Digital Citizenship Week event and a Computer Science Education Week event that are open for any community member to attend. We take part in instructional rounds with other charter schools in our community of schools so that administrators and teachers can share and learn from each other's promising practices. We also offer monthly tours where parents can come and tour our campus and see our teaching and learning in person.

Visitors to Woodlake Elementary Community Charter encounter a feast for the eyes upon arrival. Bordering the property on the south and east sides of campus are three lovely, well-tended gardens created and maintained by staff and community groups. Tiled and painted murals- the most recent of which was painted by our 5th grade culminating class of 2023-2024 bring color and life to our walls of learning. An expanded pergola, colorful tables and benches, spacious play areas, and many trees adorn the landscape.

It is the people of Woodlake, however, who bring the most color and life to our campus every day. Woodlake is a busy place, peopled by high achieving students, tireless community volunteers, an extraordinary PTSA, and a dedicated staff and faculty. Woodlake is also a friendly and welcoming place, where students are well known, the classrooms and school office buzz with life, and smiles and professional cooperation abound.

True to our purpose of educating the whole child, a typical day comprises a variety of activities. On Friday morning, the entire student body, most of the staff, and many parents gather at our weekly

assembly to honor achievements, provide information about fundraising and special events, reward behavior with “blue ticket” prices, and of course dance and move to music fit to wake up even the sleepiest Friday morning student!

On Tuesdays, Woodlake holds regular Professional Development and grade level meetings, and once a month the Charter Committee members convene to plan for the days and year ahead. Monthly meetings of the PTSA board and PTSA members are held on Wednesdays. SSPT meetings are held regularly, and Ranger Andres comes to teach gardening on site every Thursday. On Fridays there is Coffee with The Principal, who makes herself available to parents every day, invests herself and the instruction and behavior of our students, and works with the district and faculty to identify and tailor programs and policies to the needs of our children. Woodlake holds tours for prospective families on Thursdays as well.

On any day of the week, one sees Woodlake students on the yard honing their PE skills with Got Game or classroom teacher using the Innovative Spark PE program. Students crisscross the campus on their way to the library, the art studio, the STEAM Innovation lab, the music room, the auditorium (for instrumental music, yoga or ballroom dancing!) or the vegetable garden for enriched / specialized instruction in planting, harvesting, and eating what we grow on site. Staff from the learning lab and Resource room pull those students needing intervention in math, literacy and speech skills, and often visit the classrooms to work with students there.

Many parent and community volunteers check in everyday to help in the classroom or lend their special skills to art or PE instruction. Well trained, highly effective classroom aides assist teachers and support instruction, and additional aides help students and office staff throughout the day, on the yard, at the cafeteria, or whatever they especially might be needing. Members of the PTSA and student council are on campus regularly to promote programs or fundraising activities, and to prepare for school programs and events (concerts, Night of the Arts, the annual fall carnival (Monster Bash), etc.).

After school, students access the host of enrichment programs on campus, such as Got Game Sports, Parker Anderson Enrichment classes, Spanish class, Karate class, dance and percussion. Intervention classes and homework clubs are also held after school, for those students who need a little extra help.

Of course, the most important part of any typical day is what is happening in the classrooms of Woodlake. Each day is filled with a fun and academic rigor of student exploration, project-based work and cooperative groups, close reading, comprehension and analysis of reading materials and related things, skill building and applications, content area research, use of technology, integrated learning, and participation in arts activities that cross the curriculum. In all Woodlake classrooms, visitors will find students engaged in collaborative learning, offering ideas, and sharing their solutions to real life problems.

A Typical Day in a Kindergarten/TK Classroom

Students begin their day participating in student-led calendar activities, including calendar math, current events, seasons and weather. Phonemic awareness starts the ELA portion of the day, followed by blending, close/guided reading of the related stories, practice of “rainbow words” (sight words), practice of letter writing, and the writing and illustration of original sentences. Kindergarten students play on the Kirk Douglas playground apparatus at Recess and engage in developmental constructive play and exploration of projects like the kindergarten butterfly habitat. When conflicts

arise, children resolve them with the use of our Restorative Rainbow PBIS Program. Back in class, math concepts are explored with guided, student-led discussions, small groups and partner work, where students share solutions to problems and real-life applications and work with manipulatives. A typical day might then include a social studies lessons and current and historical events, holidays, community workers and neighborhoods. It might also include a trip to the garden, or life science study which is enhanced with Horticulture classes delivered by a staff gardening expert. A visit to the visual arts studio, the STEAM Innovation lab, library, or the music room might also be on the agenda, as might lessons in performing arts, the Second Step character development program, or extra work with technology (iPads or robotics) in the classroom. Almost every day, physical education lessons are on the schedule and include lessons from the Spark program. And every day includes some time for constructive play, which enhances development in very young students.

A Typical Day in a First Grade Classroom

First graders start their day with classical music serenading them while they write in their journals. Calendar activities follow, and ELA instruction begins with CKLA, enhanced with activities such as team spelling relays and the opportunities for students to be the “teacher” while guiding the class through blending activities. “Reading Detectives” focus on finding evidence in the text to answer comprehension questions. Students learn the writing process of different formats through theme related topics across the curriculum; take notes for research; and use Thinking Maps to explore and organize their ideas. First graders are now involved in the study of Core Literature as well, so a typical day might involve special projects related to selected titles (e.g., Flat Stanley for fiction, Amelia Earhart for non-fiction). In Eureka’s counting/warm-up games like “Sparkle” and “Happy Counting.” Students work on individual or partner whiteboards to solve problems and share math strategies with the class. Social studies lessons center around community, geography, culture, history and holidays. Science exploration has become very exciting as we explore the principle of STEAM with robots, Lego building, ice villages, and FOSS activities. As part of life science, the students participate in the planting and harvesting of vegetables in our laboratory garden. Visual and performing arts might be on the afternoon agenda, when students might also be found in the art studio, computer lab, or library. Physical Education lessons comprise SPARK lessons, or grade level rotations teaching recess games and rules. Students practice stretching, brain breaks and focus with Go Noodle and yoga. A visit to a first-grade classroom might also find students participating in Second Step lessons to learn character building and conflict resolution.

A Typical Day in a Second Grade Classroom

A typical day begins with journal writing and students breakfast engaging with Common Core Standards review in English Language Arts and Math skills. Physical Education instruction follows, focusing on full body exercise that utilizes Woodlake’s track, PFA equipment, and play areas where games are learned and practiced. English Language Arts instruction includes all common Core standards for reading, spelling, phonics, listening, speaking and writing. The writing program is project based across the curriculum and includes research skills for expository writing and art instruction, using a variety of media for illustrations. Source material comes from CKLA selections as well as core literature books. After recess, the teachers read aloud. Listening to books read aloud has been proven to increase students’ skills in vocabulary development, reading, listening, and speaking. Next, students work on writing projects. Math is taught before lunch. All Common Core standards are taught through the state adopted curriculum, Eureka Math, and manipulatives, for hands on, in-depth practice with number sense. Students use math manipulatives to solve problems in a variety of situations, working in Table Teams, small groups, and peer tutor or with partners. Students also have internet access to IXL Math and iReady to differentiate their practice.

These programs are useful for all levels of achievement including extra practice or enrichment. Social development is critical for students. All students enjoy being selected as Special Person of the Week, engaging in special activities, and receiving positive letters from classmates which are compiled into a Keepsake book. Afternoons are dedicated to Common Core, project-based instruction in Social Science, Science, Second Step, Study Skills, Health and Art. Throughout the week, students enjoy learning experiences outside the regular classroom. These include Library, Art Studio, Computer Lab, Choral Music, Junior Chorus, and Theater.

A Typical Day in a Third Grade Classroom

Students are working hard as you walk into their classroom in the morning, starting the day with math drills for multiplication, handwriting practice and journal writing. Students transition into Language Arts where they use core literature books and CKLA to engage in CA CCSS reading and writing standards. Students are prompted to use graphic organizers, think-pair-share, literature circles, comprehension questions using Bloom's Taxonomy and Webb's Depth of Knowledge Dimensions to engage in their language arts curriculum. Students may be divided into differentiated groups to work in a small group setting where they partake in writing and reading activities. Students use Chromebooks to access learning digitally as well as incorporate art and music into language arts lessons to engage student interests. Students will also be writing an expository, narrative or persuasive essay, learn about writing strategies and the process of writing, and use technology to conduct research for their writing. They could be researching the planets and writing an expository essay about all the different planets in our solar system. Additionally, students will be outside completing activities from our SPARK PE program. Students could be learning to swing a golf club, playing a strategy team game, or playing hockey. If weather does not permit, teachers will use Go Noodle, which shows indoor fitness videos that engage students in aerobic indoor exercises. Moving into math, students will be learning about multiplication and division using Eureka Math. After lunch, students engage in social studies, science, second step and health. Students use the FOSS kits, interactive notebooks and online websites like School House Rocks and Brain Pop to develop more knowledge in their science topics.

A Typical Day in a Fourth Grade Classroom

In fourth grade, you will find our students actively engaged in CA CCSS standards. The day starts with CKLA. Classrooms also use Engage NY English Language Arts curriculum where students are using novels to dive deep into the standards. You may see students reading the novel Holes and completing a project where students visualize, draw and describe the setting of the book. Students will also be analyzing Greek and Latin worlds to develop their vocabulary skills. The fourth-grade teachers mix the students across the classrooms for math instruction. This is done to ensure that the individual student needs are being met. Students move into Eureka Math where they complete happy counting, application problems and use online tools like iReady to guide instruction. Students work in partners to complete the problem set of their lesson and the teacher provides small group instruction for students who are low achieving. After math, students might be completing ballroom dancing class where they learn different influential dances with a partner. They might also be completing science experiments where they make a light bulb light up using a circuit or test what is magnetic. They could be examining the properties of rocks or learning about animal environments, taking notes in their journals and conducting research. Students may be learning about the Gold Rush and conducting research on an influential person during this time period. They will be completing a journal entry on their specific person, create an artifact out of recycled goods, complete a tri-fold poster and present an oral presentation. All throughout the day,

students will be writing in every subject and concentrate on finding evidence and supporting details to support their answers. Students are having fun while learning and are being challenged.

A Typical Day in a Fifth Grade Classroom

As you walk through the fifth-grade classrooms, you will see students actively engaged in standards-based lessons, using both Chromebooks and textbooks. They will be working with the CKLA program and the rigorous Engage NY English Language Arts curriculum, where they answer complex questions using evidence from the text. Students will write opinion, informative, or narrative essays that include clear topic sentences, supporting details, and strong concluding sentences in five-paragraph format.

You might also see students writing informative essays about photosynthesis, including key details such as how plants convert sunlight into energy. They will write rough drafts, peer-edit, and then type their final drafts using their Chromebooks.

In math, students will be working through the Eureka curriculum, with teachers mixing classes to meet the individual needs of students. This allows for more personalized instruction. During lessons, students engage in fluency activities on whiteboards, take notes, and participate in math groups. These groups will work through “must do,” “can do,” and “extension” problems, while teachers provide focused support in smaller groups. If students finish early, they work on assigned lessons on iReady. After working in groups, the class will come together to debrief and review the lesson's problems.

In social studies and science, students may be reading Johnny Tremain, a novel set during the American Revolution. They will create character slides and summarize their readings in Google Slides. For science, students will use Digital Science Notebooks to document their learning. These notebooks include notes from earth science, life science, and physical science labs, as well as links to differentiated video instruction. The projects in their notebooks also allow students to answer NGSS questions and upload photos of their experiments.

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 subdivision (a) of Section 52052. 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(c)(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(c)(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 school and student data in MiSiS, and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall work toward aligning 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) and Strategic Plan, as they 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 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Our Vision for Student Outcomes:

Woodlake Elementary Community Charter curriculum includes an integrated, inquiry-based K- 5 curriculum aligned with Common Core Standards (CCSS) For ELA and Math, California ELD Standards, Next Generation Science Standards, and California Common Core State Standards for Social Studies. Cross-curricular, hands-on project-based enrichment curricula meet or exceed State Standards for Music, Art, Physical Education, and Technology. The Woodlake program embraces the following key elements:

Common Core State Standards: The CCSS serves as a tool for administrators, teachers, parents and students to guide students to meet and exceed all academic standards. The CCSS provide a pacing plan and guide for teachers with their academic instruction to make sure all the needs of every student are met.

Challenging Curriculum: Woodlake provides a challenging, engaging curriculum to provide instruction for students that allows them to meet and exceed the state and District standards.

Student Achievement: Woodlake's goal is to increase the number of students achieving proficiency on CAASSP, CCSS in English Language Arts, mathematics and ELPAC assessments by progress monitoring and supporting students with professional development for staff and parents, after school tutoring and SDAIE strategies for English Learners.

Trained Teachers: Teachers are encouraged to attend training every year to refine and expand their academic knowledge and teaching strategies. Teachers attend training and bring back the information by presenting it to staff, administrators, and parents.

Desired Outcomes of the Schools Instructional Program:

Language Arts: Students will be able to read, write, listen, and speak effectively. Students will be able to incorporate the language of the discipline and give concrete examples when writing and speaking. All the while, they will actively read and listen and be able to locate and interpret information. Students will be able to combine the skills to compose meaningful writing and oral presentations.

Mathematics: Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic manipulation and construction. Students will also make sense of problems and persevere in solving them, including creating their own word problems to gain further understanding of the applications of such processes.

Science: Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as Physical, Life, and Earth. In addition, students will apply their skills to gain further understanding of the environment whenever possible by utilizing such resources as our school garden and on-campus recycling program.

History and Social Studies: Students will demonstrate an understanding of culture, diversity and worldview, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights and the origins, functions, and sources of power, authority, and governance.

Technology: In grades K-2, students will have access to one-to-one iPads in the classroom and multiple different computer programs. Students will visit the STEAM Innovation lab once every two weeks where they engage in computer science lessons with their teacher. As students progress to higher grades at Woodlake, they will have access to one-to-one Chromebooks where they practice typing, word processing skills, video recording, and making movies. Students become familiar with various applications to accomplish goals and all other disciplines such as spreadsheets, photoshop, and keynote / PowerPoint, and Google Suite. The goal at Woodlake is for all students to understand the use of current technology and its real world applications.

Arts: Students will develop knowledge of and appreciation for the Arts such as music, Visual arts, theater, and dance/creative movement. This will be promoted through an academic curriculum intertwined with our choral music, ballroom dancing and drama classes, plus our art studio.

Physical Education: Each student will build a healthy and balanced body and mind through various intramural sport activities / drills, using the SPARK Physical Education Program, that follow the physical education standards with dedicated time for psychomotor skills development.

MEASURABLE PUPIL OUTCOMES: **SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Woodlake Elementary Community Charter utilizes multiple standardized formative assessments to assess student learning. Woodlake uses DIBELS reading assessments (in grades K-2) to acquire data on students reading levels, fluency, and comprehension. The test is given three times a year, starting with a beginning Benchmark score to determine if a student needs intervention. The middle and end of year assessments are used to reassess students to ensure that the intervention strategies being applied are working. Additionally, Woodlake uses iReady Reading (in grades 3-5) and iReady Math (in grades K-5). The test is given three times a year, starting with a beginning Benchmark score to determine if a student needs intervention. The middle and end of year assessments are used to reassess students to ensure that the intervention strategies being applied are working. CKLA assessments and Eureka math assessments are used to drive instruction. The data from each assessment are analyzed during grade level and staff meetings, where strategies to improve lessons and intervention techniques are discussed. The results are also given directly to the Principal.

With the implementation of the SBAC, grades 3 through 5 will be giving Interim Assessment Blocks throughout each year to assess the students in English Language Arts (reading / comprehension and writing) and mathematics. These blocks will be used to assess the students' knowledge in these areas. The scores will be evaluated by the teachers and used to improve lesson planning / lessons within the classroom, as well as apply intervention strategies for those students working below grade level. These results are given to the Principal at the end of each semester. In the Spring, grades 3 through 5 will take the SBAC in English Language Arts and Mathematics. The results are sent directly to the Principal every fall.

Fifth grade students are given the CST Science assessment in the spring each year. Additionally, ELPAC testing is performed yearly. Over the course of the Charter, we have continually analyzed the data from the summative assessment / SBAC and have Set goals for our future Charter term:

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.

Woodlake Community Charter will utilize standardized formative assessments which include but are not limited to:

- DIBELS Reading Assessments-K-2nd (beginning, middle and end of year)
- CKLA (weekly and per unit)
- Eureka Math (weekly and per unit)
- iReady in reading (3-5) and math (K-5)
- SBAC IAB and ICA practice tests in the spring

In addition, Woodlake 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.

Woodlake Elementary Community 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. Data from these different assessments is located and studied by teachers independently and at weekly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers.

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 lessons within the classroom.

Formative Assessments

<p>English Language Arts-Writing</p>	<ul style="list-style-type: none"> -Critique, justify, and theorize in writing across disciplines with evidence. -Read non-fiction text, orally discuss details, have students draw a picture and state their opinion, and provide evidence from the text. -Inform, persuade, and expose in writing with text-based and personal evidence -Defend, critique and illustrate in oral and written formats. -Describe and illuminate in oral and written format using figurative language -Apply vocabulary development and knowledge in written and oral format -Demonstrate critical thinking skills specific to Death of Knowledge degrees -Produce inquiry-based research projects aligned to thematic subjects in various disciplines -Creative Writing-Stories & Poetry - “Think Like a Disciplinarian”, (e.g. emulate accomplished professionals) 	<ul style="list-style-type: none"> -District-mandated tests -Teacher-developed assignments, tests, activities, and prompts -The Writing Rope research-based approach to writing -Thinking Maps -Writing Journals-Digital Portfolios / Portfolios containing work of significant achievement -Oral Presentations and Project exhibits -Debate and Speech, including but not limited to in-class debates, monologues, poetry recitation, script writing and performing -End of unit projects -Interim Assessments Blocks
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<p>English Language Arts-Reading</p>	<ul style="list-style-type: none"> -Identify, analyze and evaluate thematic cross-curricular literature -Discern relevant information after careful examination and exploration of text -Distinguish between fact vs. fiction and important supporting details -Understand cause and effect and connections in rising action -Select and evaluate books and other “reads for pleasure” while also participating in a leveled individualized reading program 	<ul style="list-style-type: none"> -District-mandated tests -Interim Assessment Blocks -Teacher-developed assignments, tests, and activities -CKLA Reading series -DIBELS -Close Reading -Project-based learning and inquiry -Leveled Literature Circles -Oral Presentations and Project exhibits -iReady -Newsela
<p>Math</p>	<ul style="list-style-type: none"> -Apply and practice acquired skills on daily math problem solving -Discern operations necessary to solve word problems 	<ul style="list-style-type: none"> -District-mandated tests -Teacher-developed assignments, tests, and activities

	<ul style="list-style-type: none"> -Persevere in solving problems, including multi-step/multiple strategy problems -Explain/show math strategies and justify solutions 	<ul style="list-style-type: none"> -Eureka classwork, homework, activities, and tests -Manipulative-based math activities -iReady -Online math programs (IXL)
Science	<ul style="list-style-type: none"> -Develop theories and test them in experiments utilizing the scientific inquiry process. -Report on findings in oral or written presentation; conduct further inquiry. Persevere in solving problems, including multi-step problems. -Employ language of the discipline- Use “Think Like a Disciplinarian” ideas to theorize and view other subjects such as music, art, and history as a scientist -Understand the need to integrate eco-friendly practice in our everyday lives to better our local and global communities -Incorporate STEAM curriculum 	<ul style="list-style-type: none"> -District-based tests -Teacher-developed assignments, tests, and activities -Field studies Interactive units and simulations -Lab-based experiments and STEAM activities (FOSS kit materials) -Science note-taking and reflective journals -Exhibits and presentations -Student participation gardening program.
History and Social Studies	<ul style="list-style-type: none"> -Understand cause and effect connections of the making of civilizations -Relate and connect over time patterns in events -Finding parallels in historical events -Read content area information to critique events and policies of the past -Interpret, information to draw conclusions and make predictions -Use role play -State/National icons/landmarks Famous Figures of History -Multi-cultural understanding -Novel Studies 	<ul style="list-style-type: none"> -Teacher-developed assignments, tests, and activities -Field studies -Interactive units and simulations -Portfolios of significant achievement -Exhibits and oral presentations -Integration of the Arts
Technology (Media, Lab/iPads, Chromebooks)	<ul style="list-style-type: none"> -Use Internet for research and learn to evaluate relevant versus irrelevant information -Use word processing applications to create documents -Create spreadsheets to analyze data -Use artistic applications to create original and novel products 	<ul style="list-style-type: none"> -Teacher-developed activities -Portfolios of significant achievement -Presentations and inquiry-based projects

DATA ANALYSIS AND REPORTING

Woodlake Elementary Community 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 is continuously evaluated by teachers and administration, as it becomes available, to meet each student's and class's educational needs. Data is also used to identify and prioritize professional development priorities.
- District assessment results and authentic assessment results are communicated to parents by (teaching staff) throughout the school year.
- School-wide data is also shared in a public forum at monthly governance Council meetings, when it's available, to discuss upcoming program development and educational intervention priorities.
- MISIS Parent Portal will be utilized for all parents, teachers, and students for immediate access to grades, scores and attendance. Schoology will also be used by every teacher. Instant access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can more likely take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective Professional Development.

How Students' Progress is Reported to Families

Individual classroom teachers are primarily accountable for assessing their students' achievements about standard-based, grade-level work and achievement of grade appropriate content standards. In addition, teachers inform parents about their child's progress toward mastering the skills, knowledge, and attitudes required for advancing to the next grade level. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade level by regular student assessments aligned to the schools, District, and State's curricular standards as appropriate for each grade level and content area. Student progress toward achieving the school's grade-level standards will be communicated to students' parents by providing timely feedback on class assignments, homework assignments, and by means of the 6-week Below Proficient Parent Reports, Progress Report and regular conferences with students' teachers. Progress is reported to the parents three times annually using the LAUSD Progress Report and the Report of Progress Toward the achievement of IEP goals, as applicable. Additionally, parent conferences are conducted at the end of the first reporting period and as needed within the second and third reporting. Parents also have access to their student's classwork progress through Schoology. The LAUSD progress report uses a 4-point scoring rubric that aligns with classroom teachers' daily work assignments. Students earn a "4" for Advanced Proficient Levels; "3" for Benchmark Proficient Levels; "2" for Partial Proficient Levels; and "1" for Not Proficient Levels. Academic standards include specific learning topics in the different subject areas for each grade level: Language Arts including reading, writing, listening, and speaking; Mathematics; History and Social Science; Health Education; Physical Education; and the Arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and the ability to play fairly.

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(c)(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 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).

If the charter school has a separate charter school Governing Council N/A

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 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 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 Governing Council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and local 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.

STAKEHOLDER INVOLVEMENT

Stakeholder involvement is ongoing throughout the school year. At the first meeting of the Governance Council, Coffee with the Principal, staff meeting, and student assembly, priorities from the previous year are reviewed to set the stage for the current school year. Throughout the fall current data is shared with stakeholders through our Governance Council, Coffee with the Principal, staff meetings, and through student data chats (these are conversations between the individual students and their teacher looking at their own data and setting personal data goals). These stakeholder groups use the information gained through the data chats to refine and make changes to the school's educational program. Reflections from those meetings are used by our leadership team to develop the possible goals going forward and to write the annual update. The annual update is then shared with the stakeholder groups for final approval. The school's website is updated with the agenda and meeting minutes from all Governance Council meetings so that all stakeholders may take part in understanding the educational program at our school. Educational program highlights are also presented on the school's website. Involvement in the Governance Council and its various Standing and Ad Hoc Committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This collaboration among teachers and parents enables our school to continue to meet the unique and changing needs of the Woodlake students. All stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website and via organized email blasts).and an agenda of each meeting will be posted publicly (at the school site and on the school's website) at least 72 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any "public comment" period will be added to a later agenda for official discussion. The school's councils and committees will also comply with all Brown Act requirements related to Special Meetings. Minutes of meetings will also be posted in a public area and on the website.

In addition, to develop Woodlake's budget, the Governance Council meets to discuss a needs assessment. The Governance Council provides a budget overview and discusses

student achievement data and school goals. To aid discussion, Woodlake also presents data from the School Report Card that presents information relevant to the state priorities, including data regarding attendance, suspension, EL progress and reclassification, academic performance in language arts and math, and parent engagement. After the data is reviewed with all stakeholders, the school leadership team votes on proposed budget items aligned to the charter, for review and comment by the Governance Council. The Governance Council also reviews the proposal and provides feedback. The school Leadership Team, composed of the principal, assistant principal, and coordinator, also discusses the school budget at weekly staff meetings and parent meetings. To approve the school budget, the school leadership team presents the final proposal to the Governance Council.

Woodlake Elementary Community Charter engages all stakeholders-including parents, teachers, staff, administrators, and students-throughout the year to develop its LCAP and annual update. The process begins with sharing current data and reflections from the previous year at the first Governance Council meeting, Coffee with the Principal, staff meetings, and student assemblies. Ongoing stakeholder input is gathered through structured data chats, where data and goals are discussed and refined collaboratively. Leadership uses this feedback to propose goals and draft the annual update.

Parents and teachers participate in reviewing and revising the school's educational program through involvement in the Governance Council and its committees, which provide structured forums for input and collaboration. All stakeholders are invited to participate in meetings, with schedules and agendas posted in advance.

The school's website is a key tool for supporting stakeholder involvement. It is regularly updated with meeting agendas, minutes, and educational program highlights, ensuring transparency and broad participation in the school's decision-making processes

TITLE IX, SECTIONS 504 AND 508, 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), Sections 504 and 508 of the Rehabilitation Act of 1973 ("Section 504" and "Section 508"), 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 Region 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 Region 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 Region in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Region 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 their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or

otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental/guardian involvement but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

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 in accordance with all applicable legal and District requirements. 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 related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. 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 or designee.

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 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 or when an administrative transfer is necessary as determined by the Region administrator (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. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

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 require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and local laws and regulations, and District policies and procedures, related to health, safety, and emergency response and 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 response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated 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 (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD 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., as well as applicable District policy, 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, vendor/contracting entity employee who may have frequent or prolonged contact with students, 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. Education Code section 234 et seq. and related District policies and procedures.

SUICIDE PREVENTION

As a District Affiliated Charter School, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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 POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(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 area (boundary) of the school. (See Ed. Code § 47605(e)(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(e)(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 area (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(e).)

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 area (boundary) of Charter School, Charter School shall immediately consult and coordinate with its Region 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/guardian 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 their 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.

Student Recruitment

We recruit students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities through the LAUSD Unified Enrollment/Choices brochure/website. We also attend the Choices Fair where prospective parents and students can view our charter school program and ask questions about our school.

Woodlake Elementary Community Charter works and operates within the boundaries of Local District North of the Los Angeles Unified School District.

Woodlake Elementary Community Charter conducts monthly prospective parent tours throughout the school year.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries¹) of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The Charter School will follow LAUSD’s Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

Lottery Preferences and Procedures

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

- **LAUSD Students**
 - **Siblings**

¹ For all District Affiliated Charter Schools, which are conversion charter schools, the term “former attendance area (boundaries)” includes those sending areas designated under the District’s Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

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

□ Other LAUSD Students

All other prospective students who reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **third** admission preference.

● **California Students**

□ Siblings

Prospective students who (a) are siblings of students enrolled in grades TK-4 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

□ Other California Students

Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

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

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the AP's Office or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery.

At the designated place, date, and time of the lottery, students who have already been grouped by the above-mentioned priorities have had their application number written on popsicle sticks. There is one popsicle stick with an application number written on it for each student. At the designated time the lottery begins, and each stick is pulled and given a number between 1 and the highest number of applicants for that grouping. Depending on the number of open seats for that grouping that number of popsicles sticks and their assigned application number will be selected for a seat. If families turn down the seat the next number on the waitlist will be called. This is repeated for all groups with more interest than available seats. Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Woodlake ECCS shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains. Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the

school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and we will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Once the lottery is drawn, results will be posted on our website in March.

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

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 an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

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/guardians that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws 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/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, immigration 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, including immigration status, 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, Section 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.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

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 (i.e., District application

portal)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(c)(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(c)(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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim alternative educational placement, to be determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss, if appropriate, alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Section 504 Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

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 must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). 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 SCHOOL ZONE ACT

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

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(c)(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 systems and 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(c)(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 a 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 a Charter School may contact School Management Services and Demographics to seek assistance in enrolling in a 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 the 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 that school’s charter.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School: Woodlake Elementary Community Charter
c/o School Principal
23231 Hatteras Street
Woodland Hills, CA 91367

To District: LAUSD

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the 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(c)(5)(O).)

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education 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 (2013), 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(g) 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.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council,

as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. 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. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

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 Region 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 comply with all applicable federal and state laws and regulations, and District policies and procedures, 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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Woodlake Elementary Community Charter (also referred to herein as "Woodlake ECC", "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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial

assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil's 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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils 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"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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(c)(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(c)(5)(A)(iii).)

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 (2013) (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 local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

Curriculum and Instruction

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

Transitional Kindergarten

Charter School shall comply with all applicable 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.

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, including but not limited to provisions related to work year, academic calendars, and schedules.

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *Master Plan for English Learners and Standard English Learners*, 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 *Master Plan for English Learners and Standard English Learners*.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to 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 on a fee-for-service basis.

Students with Disabilities

Special Education

The District shall continue to serve the needs of students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA, California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools.

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, or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education status.

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, 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 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 and submit to the District all required reports.

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. All employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools. 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

Unless circumstances indicate otherwise, the referral process shall include Student Support and Progress Team (SSPT) 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 teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

Upon a parent/guardian's request for assessment, the District Affiliated Charter School will either (1) develop an assessment plan in Welligent for each student with

suspected disabilities within the 15 day timeline; or (2) within 15 days convene an SSPT meeting to review and discuss the request in light of student records, acquired data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter School shall 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. Inclusion

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 and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

g. 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 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.

h. Student Discipline

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 as 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.

2. Procedural Safeguards/Due Process Hearings

The District on behalf of and/or in conjunction with the District Affiliated Charter School 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 determine that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, the District will be named as respondent-s. 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.-

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required 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.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND TOWARD ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS 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 subdivision (a) of Section 52052. 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(c)(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(c)(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 school and student data in MiSiS, and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall work toward aligning 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) and Strategic Plan, as they 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 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District Affiliated Charter School, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. 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.

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(c)(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 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).

If the charter school has a separate charter school Governing Council N/A

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 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 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 Governing Council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and local 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, SECTIONS 504 AND 508, 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), Sections 504 and 508 of the Rehabilitation Act of 1973 (“Section 504” and “Section 508”), 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 Region 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 Region 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

Region in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Region 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 their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

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 in accordance with all applicable legal and District requirements. 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 related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. 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 or designee.

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 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 or when an administrative transfer is necessary as determined by the Region administrator (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. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

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 require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and local laws and regulations, and District policies and procedures, related to health, safety, and emergency response and 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 response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated 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 (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD 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., as well as applicable District policy, 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, vendor/contracting entity employee who may have frequent or prolonged contact with students, 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. Education Code section 234 et seq. and related District policies and procedures.

SUICIDE PREVENTION

As a District Affiliated Charter School, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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 POLICIES AND PROCEDURES

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(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 area (boundary) of the school. (See Ed. Code § 47605(e)(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(e)(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 area (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(e).)

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 area (boundary) of Charter School, Charter School shall immediately consult and coordinate with its Region 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/guardian 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 their 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.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries) of Charter School ("resident students") shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The Charter School will follow LAUSD's Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Charter School's non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

Lottery Preferences and Procedures

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

- **LAUSD Students**

- **Siblings**

Prospective students who (a) are siblings of students enrolled in grades TK-4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the

former attendance area (boundaries) of Charter School, shall have **second** admission preference.

□ Other LAUSD Students

All other prospective students who reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **third** admission preference.

● **California Students**

□ Siblings

Prospective students who (a) are siblings of students enrolled in grades TK-4 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

□ Other California Students

Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

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

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the AP's Office, or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, students who have already been grouped by the above-mentioned priorities have had their application number written on popsicle sticks. There is one popsicle stick with an application number written on it for each student. At the designated time the lottery begins, and each stick is pulled and given a number between 1 and the highest number of applicants for that grouping. Depending on the number of open seats for that grouping that number of popsicles sticks and their assigned application number will be selected for a seat. If families turn down the seat the next number on the waitlist will be called. This is repeated for all groups with more interest than available seats. Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Woodlake ECCS shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains. Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at

any time subsequent to the lottery will receive notification by telephone call and we will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Once the lottery is drawn, results will be posted on our website in March.

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

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 an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

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/guardians that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws 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/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, immigration 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, including immigration status, 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, Section 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.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

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 (i.e., District application portal) 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(c)(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(c)(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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim alternative educational placement, to be determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss, if appropriate, alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Section 504 Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

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 must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). 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 SCHOOL ZONE ACT

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

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(c)(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 systems and 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(c)(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 a 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 a Charter School may contact School Management Services and Demographics to seek assistance in enrolling in a 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 the 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 that school’s charter.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School: Woodlake Elementary Community Charter
c/o School Principal
23231 Hatteras Street
Woodland Hills, CA 91367

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

2. A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties

shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the 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(c)(5)(O).)

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended

from time to time. The Board of Education 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 (2013), 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(g) 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.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. 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. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

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 Region 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 comply with all applicable federal and state laws and regulations, and District policies and procedures, 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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)