



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## WESTWOOD CHARTER ELEMENTARY SCHOOL

A DISTRICT AFFILIATED CHARTER SCHOOL  
2050 Selby Ave., Los Angeles, CA 90025

## Renewal Charter Petition

Submitted  
February 12, 2026

### TERM OF CHARTER

**JULY 1, 2026 TO JUNE 30, 2031**

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## **ASSURANCES, AFFIRMATIONS, AND DECLARATIONS**

Westwood Charter Elementary School (also referred to herein as “Westwood”, “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).) Charter school shall not enter into settlement agreements requiring students to disenroll or transfer to another school.
- 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>Dr. Elizabeth Lehmann, Principal</i>
• The contact address of Charter School is:	<i>2050 Selby Ave., Los Angeles, CA 90025</i>
• The contact phone number for Charter School is:	<i>310-474-7788</i>
• Charter School is located in LAUSD Board District:	<i>4</i>
• Charter School is located in LAUSD Region:	<i>West</i>
• The grade configuration of Charter School is:	<i>TK - 5th Grade</i>
• Charter School’s scheduled first day of instruction in 2026-2027 is:	<i>August 17, 2026</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>717</i>
• The bell schedule (e.g. daily hours) for Charter School will be:	<i>8:00am - 2:45pm M/W/F 8:00am - 1:45pm T/TH</i>
• The term of this Charter shall be from:	<i>July 1, 2026-June 30, 2031</i>
• If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:	<i>8</i>

## SELF REFLECTION FOR DISTRICT AFFILIATED CHARTER SCHOOL

Over the current charter term, the school has demonstrated strong and sustained performance across academic, social-emotional, and operational indicators, reflecting its continued success in meeting the needs of the community it serves. With a current enrollment of approximately **670 students**, the school serves a diverse population that includes **19.9% low socioeconomic status, 3.6% English Learners, 0% foster youth**, and a **chronic absenteeism rate of 11.9%**. Despite the varied needs of this population, the school has consistently delivered high levels of academic achievement and growth while maintaining a safe, inclusive, and supportive school climate.

### **Academic Performance and Comparative Indicators**

The school's academic outcomes significantly exceed state standards across content areas, as reflected on the California School Dashboard. Schoolwide performance in **English Language Arts (ELA)** is **64 points above standard**, earning a **Blue performance level**, indicating both high achievement and accelerated growth. **Mathematics** performance is similarly strong, with scores **62.5 points above standard**, also rated **Blue**, reflecting sustained instructional effectiveness and successful implementation of targeted math interventions. **Science** achievement further reinforces this trend, with scores **68.5 points above standard**, demonstrating depth of learning and alignment to NGSS standards.

Disaggregated **Distance from Standard (DFS)** data highlight both strengths and areas of focused improvement. In mathematics, overall DFS is **73.7**, with particularly strong performance among **Asian students (121.3)** and continued positive outcomes for **Hispanic students (27.8)** and **Filipino students (19.0)**. In ELA, overall DFS is **68.0**, with strong performance across genders and notable achievement among **Asian (85.0)** and **Filipino students (94.0)**, as well as meaningful gains for **Hispanic students (36.8)**.

Although the English Learner subgroup is not statistically significant for accountability reporting, internal analyses indicate that **78.5% of English Learners demonstrated improvement from the prior year on the SBAC**, reflecting effective implementation of designated and integrated ELD supports within the core instructional program.

### **Success of Key and Innovative Features of the Educational Program**

The school's educational model emphasizes rigorous, standards-aligned instruction supported by **data-driven decision-making**, collaborative planning, and continuous progress monitoring. Key and innovative program features include structured intervention blocks, enrichment opportunities for high-performing students, and interdisciplinary **project-based and problem-based learning** experiences that promote depth of understanding and student engagement.

A distinguishing feature of the charter is its intentional design of curriculum **through the lens of history**, which enables teachers to integrate academic content with historical context, social analysis, and global perspectives. This approach fosters historical

empathy, critical thinking, and inquiry while allowing for the incorporation of **culturally relevant and culturally responsive topics** that reflect the identities and experiences of the school community. By examining both historical and contemporary issues across disciplines, students are encouraged to make meaningful connections between content, culture, and civic responsibility.

### **Social-Emotional Learning and School Climate**

A core element of the charter school's educational program is its comprehensive approach to **social-emotional learning (SEL)** through the schoolwide **PAWS framework: Practice Compassion, Act Responsibly, Work Hard, and Stay Safe**. PAWS serves as a unifying structure for behavior expectations, relationship-building, and community norms and is explicitly taught, modeled, and reinforced across classrooms and common spaces.

Through PAWS, students develop essential SEL competencies, including empathy, self-regulation, perseverance, and responsible decision-making. The effectiveness of this framework is reflected in the school's positive climate indicators, including a **0.3% suspension rate**, rated **Green** on the California School Dashboard. The low suspension rate demonstrates the success of proactive behavioral supports, restorative practices, and relationship-centered approaches that prioritize student growth while maintaining high expectations.

The PAWS framework is intentionally aligned with the school's history-centered curricular lens, reinforcing values of compassion, responsibility, and respect for diverse perspectives. Together, these core charter elements support the development of the whole child—academically, socially, and emotionally.

### **Meeting the Needs of the Student Population**

The school has been particularly effective in meeting the needs of its diverse student population, including numerically significant student groups. Students from low socioeconomic backgrounds benefit from targeted academic supports such as small-group instruction, intervention services, extended learning opportunities, and strong family-school partnerships, all of which contribute to high levels of achievement and growth.

English Learners receive integrated and designated ELD instruction embedded within rigorous core content. While the subgroup size limits public reporting, internal data show consistent progress, as evidenced by SBAC growth trends. The school's culturally responsive, history-based instructional approach further supports student engagement and access by honoring students' backgrounds and lived experiences.

### **Areas of Challenge and Continuous Improvement**

Despite strong overall outcomes, the school has identified areas for continued improvement, particularly disparities in outcomes for **African American/Black students** and **BSAP-identified students**, most notably in mathematics DFS results. In

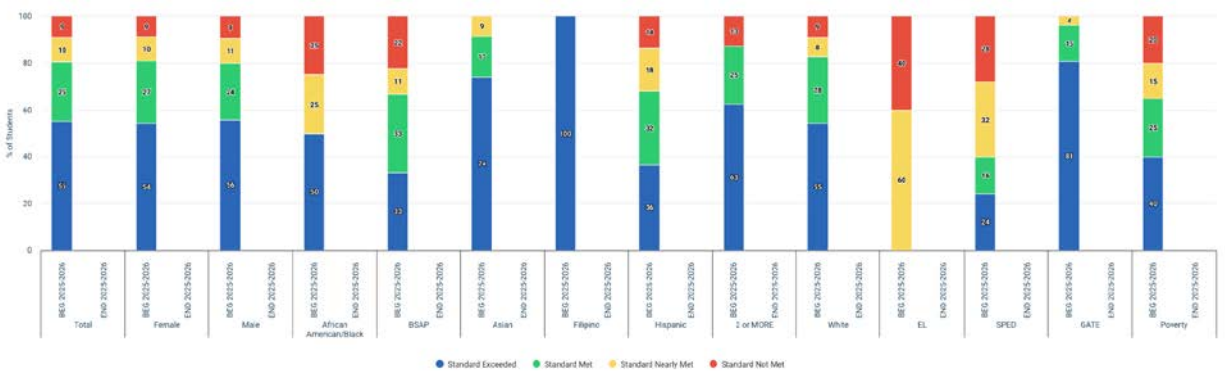
response, the school has strengthened targeted intervention systems, expanded instructional coaching focused on differentiation and culturally responsive teaching practices, and implemented more frequent progress-monitoring cycles to ensure timely instructional adjustments.

Chronic absenteeism, currently at **11.9%**, remains an area of strategic focus. The school has implemented proactive attendance monitoring, family outreach, and tiered supports designed to address barriers to regular attendance and improve student engagement.

Overall, the charter school's performance over the current charter term demonstrates a strong record of **academic excellence, effective social-emotional supports, and culturally responsive educational practices**. High achievement across state indicators, a safe and inclusive school climate grounded in the PAWS framework, and a curriculum intentionally designed through the lens of history position the school to continue meeting—and exceeding—the needs of its students and community in the upcoming charter term.

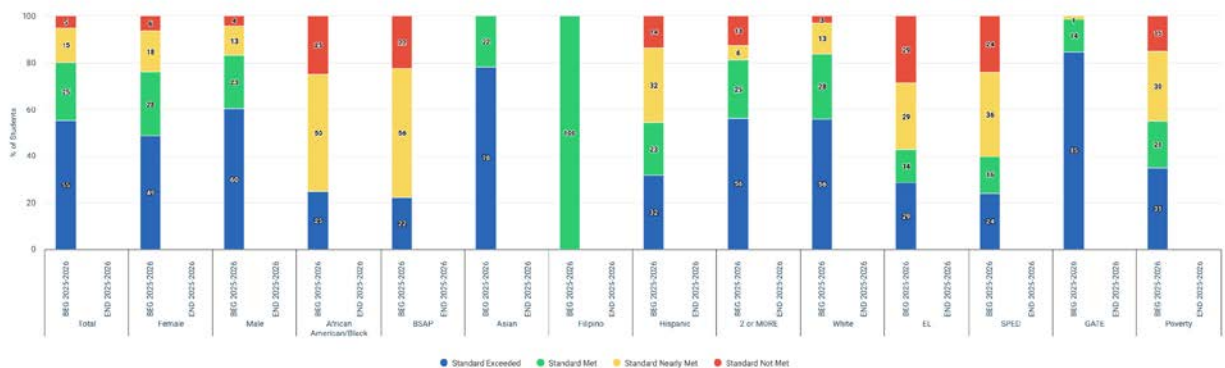
Beginning (Beg) and Actual SBA ELA Performance Levels by Student Group

WC2 implements a Pre / Post Data perspective across all applicable assessments. This is indicated in the Drills and Metrics as "BEG" (Beginning) and "END" (Ending) scores. BEG denotes most-recent-test aggregate performance band distribution for all filtered students at the beginning of the school year. END denotes most-recent-test aggregate performance band distribution for all filtered students at the end of the school year. For example, if the filtered student population is grades 3, 4, & 5, BEG 24-25 will typically be the aggregate of all 4th- and 5th students' 23-24 SBA; END 24-25 will typically be the aggregate of all 3rd-, 4th-, and 5th grade students' 24-25 SBA. For more information on what SBA tests contain, how tests translate into Standards and Targets, and how schools might respond to urgencies identified through SBA data, see [Content Explorer](#).



Beginning (Beg) and Actual SBA Math Performance Levels by Student Group

WC2 implements a Pre / Post Data perspective across all applicable assessments. This is indicated in the Drills and Metrics as "BEG" (Beginning) and "END" (Ending) scores. BEG denotes most-recent-test aggregate performance band distribution for all filtered students at the beginning of the school year. END denotes most-recent-test aggregate performance band distribution for all filtered students at the end of the school year. For example, if the filtered student population is grades 3, 4, & 5, BEG 24-25 will typically be the aggregate of all 4th- and 5th students' 23-24 SBA; END 24-25 will typically be the aggregate of all 3rd-, 4th-, and 5th grade students' 24-25 SBA. For more information on what SBA tests contain, how tests translate into Standards and Targets, and how schools might respond to urgencies identified through SBA data, see [Content Explorer](#).



Source: MSIS. This cohort-annualized (see 'Integrated PD' menu for what that means) numerical metric displays mutually inclusive demographic populations for current and historical years. Note: 'Poverty' currently uses MSIS mealcode logic, which is different from the HIF mealcode logic. DCI is working to bring HIF-based 'Poverty' into WC2 as well; for now, the interim solution is to load the 'Poverty (ODA) 25-26' student group under Filter Data > Student Group. See WC2 Poverty PDF for more details.

TOTAL	FEMALE	MALE	AFRICAN AMERICAN/BLACK	BSAP	ASIAN	FILIPINO	HISPANIC	2 OR MORE	UNKNOWN	WHITE
667	324	343	12	43	117	6	80	70	82	300
ELL	SPED	GATE	POVERTY	RFEP TO DATE	504	NEWCOMER	P-LTEL			
20	71	102	49	1	2	14	1			

## GOALS AND PHILOSOPHY

### Mission and Vision

#### **Mission**

Connected through the theme of interdependence, students are challenged to construct knowledge through meaningful interactions with each other, the community, and the world. Creative and purposeful experiences that nurture the curiosity, potential, and uniqueness of each child are the hallmarks of our collaborative learning environment.

#### **Vision**

We will retain our commitment to experiential learning and developmental curriculum so that all students become proficient, critical thinkers. As responsible global citizens, students will be compassionate, inclusive, resilient, perseverant, resourceful, and ethical.

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

We believe that the purpose of public education is the development of the whole child and that children of the 21st century must be engaged in experiences that lead to inclusive, meaningful, and flexible learning. The students of Westwood Charter School will be involved in their learning as active participants in their units of study. To be an educated person in the 21st century means that students are not simply asked to memorize information and facts but are instead challenged to apply their knowledge. Students solve problems, see connections, make sense of the world and work with others creatively and collaboratively. The use of these skills along with the application of technology will prepare them for college and their post graduate careers.

As global citizens of the 21st century, our students embrace ethnic and cultural diversity and respect divergent viewpoints and alternative learning styles. Our students are compassionate and conservation minded problem-solvers prepared to tackle a range of intellectual and technological challenges. Our students are resilient and adaptable, able to process and evaluate information quickly and judiciously.

Through our theme of interdependence, Westwood students' learning experiences give them repeated interactions with the 21st Century concept of “systems thinking,” in which

students “analyze how parts of a whole interact with each other to produce overall outcomes in complex systems” (Partnership for 21st Century Skills, 2009, p. 4). Westwood Charter students take on a global perspective through experiential learning opportunities. They navigate ever-changing technology and discern what is essential, valuable, and useful. Our students are aware of sustainability, and the need to maintain our natural resources.

Technology in our school is an essential component of 21st century learning and college and career readiness. It enables us to maintain a global perspective within our classrooms via online research, digital field trips, virtual “guest speakers” and exposure to other communities. Our students are becoming technologically proficient through the use of virtual classrooms, typing skills, email, digital presentations, and future-ready technology. Students are taught to use individual devices responsibly, ethically, and safely. This gives them the skills to adeptly use technology in careers, college, and beyond.

### **How Learning Best Occurs**

Westwood Charter School believes that optimal learning occurs when students are highly motivated and actively engaged in constructing knowledge through inquiry, observation, hands-on experiences, field study, collaboration, and reflection. Students draw upon their existing knowledge—particularly in the social sciences—and, with teacher guidance, develop new understandings through a rigorous and challenging curriculum. Critical and creative thinking are encouraged within a learning environment that is stimulating, safe, and nurturing.

We believe learning is most effective when teachers engage in continuous, high-quality professional development; collaborate within and across grade-level Families; analyze assessment data; and intentionally plan instruction to meet student needs.

Westwood Charter also believes learning flourishes when parents, instructional aides, volunteers, and staff are active and valued members of the school community. Their partnership and contributions are recognized as essential to the overall success of the school.

## **Westwood Charter believes learning best occurs when:**

### **Students:**

- Learn in an environment that is safe, clean, and conducive to learning
- Participate in the arts and physical education
- Engage in learning experiences that reflect their interests and lived experiences
- Take part in challenging tasks and purposeful investigations
- Share what they know, how they know it, and what they are curious to learn
- Build on their strengths while receiving support in areas of need
- Read high-quality literature connected to content areas
- Work effectively both independently and collaboratively
- Apply appropriate social skills and problem-solving strategies in academic and real-life situations
- Value and collaborate with all learners in the classroom
- Are encouraged to extend learning beyond the Common Core Standards
- Are supported as whole individuals, with attention to social, emotional, and intellectual growth
- Understand clear behavioral expectations and consequences
- Develop lifelong habits as readers, writers, and critical thinkers

### **Teachers:**

- Collaborate to provide high-quality, engaging instruction
- Differentiate instruction to meet diverse learner needs
- Use modeling, direct instruction, and questioning as instructional strategies
- Align instruction to the Common Core Standards
- Identify and build upon students' strengths

- Identify areas of need and provide targeted supports
- Assess students regularly using a variety of measures
- Use assessment data to inform, adapt, and scaffold instruction
- Participate in ongoing professional development
- Challenge students to think critically and problem solve
- Design dynamic units of study that evolve based on student interests

**Teacher Assistants:**

- Support small-group and one-on-one instruction
- Reinforce and reteach concepts introduced by teachers
- Assist with classroom instruction, supervision, and conflict resolution
- Help create engaging and supportive classroom environments

**School Leaders:**

- Support the instructional work of teachers and students
- Maintain high expectations for academic, social, and emotional growth
- Set high standards for professionalism, commitment, and productivity
- Serve as instructional leaders by promoting the charter vision and providing necessary resources
- Ensure California Standards are addressed through professional development, collaboration, and data analysis

**Parents and Families:**

- Support the charter vision and instructional program
- Actively engage in their children's education
- Participate in school life through volunteering, conferences, community events, and parent education meetings

- Stay informed through school communications
- Participate in Westwood Charter Community Council, WISE, and the School-Based Management Charter Board

#### **Support Staff:**

- Office staff ensure a well-organized and smoothly functioning school office
- Plant managers and custodial staff maintain a clean and safe campus
- Nurses and psychologists support students' physical, emotional, and behavioral well-being
- Nurses, psychologists, and speech therapists support students and families through the IEP process

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

##### **Instructional Design and Practice**

Teachers at **Westwood Charter School** design instruction grounded in the **California State Standards**, the **needs and interests of students**, and the **guiding questions embedded in each grade level's social studies-based curriculum maps**.

Instructional goals are intentionally **developmentally appropriate** and designed to connect students' prior knowledge to new learning.

Teachers also attend to students' **social and emotional development**, intentionally designing opportunities for cooperative learning and the cultivation of positive interpersonal relationships. Lessons are structured to promote **communication, inquiry, dialogue, and role play**, supporting both academic and affective growth.

Collaboration is a cornerstone of instructional practice at Westwood. Teachers work collectively to **design and differentiate curriculum** to meet the needs of all learners, ensuring multiple entry points, extensions, and opportunities for re-teaching. For example, students may be introduced to a shared instructional strategy and then apply that strategy independently using **self-selected, leveled texts**. Students who demonstrate mastery receive enrichment through conferencing and extension tasks, while students requiring additional support receive **small-group or individualized instruction** targeting specific skill gaps.

Teachers are provided with **class rosters identifying student subgroups** (including English Learners, GATE, Students with Disabilities, 504 plans, and academic or behavioral SSPT indicators). Using this information, teachers intentionally design instruction that challenges high-achieving and GATE-identified students while

supporting students at or below grade level through **explicit instruction, scaffolding, and varied instructional strategies** that promote equitable access to the curriculum.

An essential element of Westwood’s instructional philosophy is **ongoing teacher collaboration**. Teachers meet weekly within instructional “Families” (as described in the School Organization section) to reflect on student progress, analyze data, and align instructional practices. This collaborative structure fosters **creativity, accountability, professional growth, and instructional innovation**.

All Westwood Charter teachers are **fully credentialed** and meet district, state, and federal requirements. In addition to classroom teachers, students are supported by **two fully credentialed Resource Specialist teachers** serving students across all grade levels through push-in and pull-out services. Additional adult support is utilized to allow for **flexible grouping, small-group instruction**, and reduced student-to-adult ratios where appropriate.

### **Learning Theories as the Foundation for Instruction**

Westwood Charter’s instructional approaches are grounded in the work of **Lev Vygotsky, Jerome Bruner, Jean Piaget, and Perkins and Salomon**, whose research informs the school’s emphasis on active learning, social interaction, and knowledge transfer.

#### Social Cognition and Learning (Vygotsky)

The social cognition model emphasizes the role of **culture and social interaction** in cognitive development. Through interaction with teachers and peers, students engage in shared problem-solving experiences that gradually transfer responsibility from teacher-guided learning to independent thinking. Language plays a critical role as both a social and cognitive tool, supporting the development of internal reasoning and self-regulation.

Instruction is designed with attention to each student’s **zone of proximal development**, recognizing the difference between what a student can do independently and what can be achieved with guidance and support. As a result, curriculum emphasizes interaction between learners and instructional tools.

#### **Classroom practices include:**

- Student engagement in problem-solving tasks
- Partner and small-group collaboration
- Hands-on, experiential learning
- Respectful dialogue and discussion that challenges thinking

- Explicit instruction and teacher modeling
- Ongoing dialogue about learning processes
- Use of criteria charts and rubrics

### Constructivist Learning Theory (Bruner)

Learning is viewed as an **active process** in which students construct new ideas based on prior knowledge. Teachers engage students in meaningful dialogue and design experiences that encourage discovery, exploration, and reflection. Instruction is intentionally structured to make concepts accessible while allowing students to form personal and shared meaning.

Instructional design:

- Is clearly structured and conceptually accessible
- Encourages exploration and inquiry
- Supports meaning-making across concepts, processes, and attitudes

### **Classroom practices include:**

- Experience-rich and relevant learning tasks
- Activation of prior knowledge
- Shared questioning, discussion, and reflection
- Intentional use of shared or common experiences
- Opportunities for students to make connections and deepen understanding

### Developmentally Appropriate Practice (Piaget)

Westwood provides a **developmentally appropriate curriculum** aligned with students' cognitive growth. Instruction recognizes that students progress through stages of understanding and benefit from experiences that move from concrete exploration to abstract reasoning.

### **Classroom practices include:**

- Differentiated instruction with multiple entry points

- Hands-on exploration prior to abstract thinking
- Use of manipulatives, realia, dramatic play, field study, and experiential learning

**Transfer of Learning (Perkins and Salomon)**

Instruction is designed to promote **transfer of learning**, ensuring students can apply knowledge and skills across contexts. Teachers intentionally design tasks that approximate real-world performance and encourage reflection and metacognition.

Conditions that support transfer include:

- Learning experiences closely aligned to desired outcomes
- Opportunities for abstraction, connection-making, and reflection

**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).)

<b>LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)</b>	
GOAL #1	
Academic Excellence: <ul style="list-style-type: none"> <li>• Consistent with its charter, the school will annually maintain or increase the number of students achieving proficiency level or above as measured by the CAASPP SBA English Language Arts and Mathematics assessments.</li> <li>• The school will meet or exceed state targets schoolwide for English learners, low income students, foster youth, and for all numerically significant subgroups, as required by law and charter.</li> </ul>	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	
<ul style="list-style-type: none"> <li>• The school will annually maintain or increase the number of students achieving “proficiency” or equivalent on CAASSP English Language Arts and Mathematics assessments.</li> </ul>	

- The school will meet or exceed state targets for English Learners, low income students, foster youth, and for all numerically significant subgroups.
- For English learners, the school will meet annual LCAP targets.
- The school will increase the number of English learners who make adequate annual progress by 3% each year.
- The school will increase the number of English learners who reclassify as Reclassified Fluent Proficiency (RFEP) by at least 2% each year.

### Expected Annual Measurable Outcomes

#### **Outcome #1:**

The school has identified the need to strengthen and consistently monitor the design and delivery of rigorous instruction to meet the academic needs of students across the performance spectrum. Specifically, we recognize the need to deliver targeted support and intervention for under-performing students while simultaneously expanding differentiated and accelerated opportunities for high-performing students.

To support this work, the school will:

- **Improve instructional rigor for all students** through systematic planning, monitoring, and evaluation of lesson design, instructional delivery, and data-driven practices.
- **Provide or obtain professional development for teachers in GATE methodologies**, including Icons of Depth and Complexity and evidence-based differentiated instructional approaches to appropriately challenge advanced learners.
- **Utilize weekly grade-level “Family Meeting” collaboration time to:**
  - plan problem-based and project-based learning experiences
  - analyze student needs and progress
  - co-design curriculum that integrates inquiry-driven, interdisciplinary tasks
- **Collaborate with local museums and professional institutions** to support:
  - historical inquiry and analysis
  - culturally-responsive learning experiences
  - authentic connections to our charter’s instructional vision of teaching through the lens of history, building historical empathy, and developing global citizenry.
- **Utilize an Out of Classroom Coordinator** to:
  - deliver targeted intervention services for under-performing learners

- train and support classroom teachers in research-based practices
- assist teachers in using student-level data to drive instructional decisions
- **Utilize a Targeted Student Population (TSP) Coordinator to:**
  - provide additional academic supports for identified student groups
  - offer coaching to teachers to improve lesson rigor, scaffolding, and access to complex academic tasks
  - support effective learning strategies that strengthen student achievement and reduce opportunity gaps
- **Ensure both coordinators maintain active collaboration with families**, including parent partnership meetings, educational workshops, and shared progress monitoring to build cohesive support systems for students.
- **Continue annual use of the Smarter Balanced Assessments (SBA)** in ELA, Mathematics, and Science, supplemented by internal formative and benchmark assessments to track student proficiency, monitor growth, and evaluate instructional effectiveness.
- **Use assessment results to guide instructional practice**, ensuring that:
  - instructional planning responds to demonstrated student needs
  - intervention strategies are matched to skill-level gaps
  - enrichment strategies accelerate learning for high-achieving students
- **Analyze longitudinal student growth over time**, using year-over-year comparisons and subgroup data trends to evaluate impact and adjust practices.

Through these coordinated efforts—including collaborative educator planning, community-based learning partnerships, instructional differentiation, targeted supports, and data-driven improvement—the school expects to achieve measurable academic growth, demonstrated improvement for under-performing students, and sustained enrichment gains among high-performing students each academic year.

**Metric/Method for Measuring:**

CAASSP SBA Data - ELA

APPLICABLE STUDENT GROUPS	Baseline 2024-2025 (Based on most recent data available)	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28	Year 4 of Term 28-29	Year 5 of Term 29-30
				(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)

All Students (Schoolwide)	76.06%	77%	78%	79%	80%	81%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	64.87%	67%	69%	71%	73%	75%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	39.53%	42%	44%	46%	48%	50%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	83.34%	85%	86%	87%	88%	89%
Filipino Students	*	*	*	*	*	*
Latino Students	62.86%	65%	67%	69%	71%	73%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	75%	76%	77%	78%	79%	80%
White Students	81.48%	83%	84%	85%	86%	87%

\*Student group not numerically significant at this time (i.e., less than 30).

**Metric/Method for Measuring:**

CAASSP SBA Data - Math

APPLICABLE STUDENT GROUPS	Baseline 2024-2025 (Based on most recent data available)	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term 28-29 <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term 29-30 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	77.7%	79%	80%	81%	82%	83%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	63.52%	66%	68%	70%	72%	74%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	34.88%	37%	39%	41%	43%	45%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	91.89%	93%	94%	95%	96%	97%
Filipino Students	*	*	*	*	*	*
Latino Students	48.57%	51%	53%	55%	57%	59%

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	75%	76%	77%	78%	79%	80%
White Students	84.15%	85%	86%	87%	88%	89%

\*Student group not numerically significant at this time (i.e., less than 30).

**Outcome #2:**

The school will meet or exceed LAUSD’s reclassification target rate of 22%.  
 The school will conduct an annual review of English learners to ensure adequate yearly progress on the ELPAC and access to core curriculum.  
 The school will ensure programs for English learners are designed to include the California English Language Development Standards.  
 The school currently has a 50% reclassification rate and will work to meet and exceed LAUSD’s reclassification target of 22%

**Metric/Method for Measuring:**

ELPAC Data, Reclassification Rates

APPLICABLE STUDENT GROUPS	Baseline 2024-2025 <small>(Based on most recent data available)</small>	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term 28-29 <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term 29-30 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Students	40%	42%	44%	46%	48%	50%
Long-term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #3:**

The school will continue to maintain the percentage of LTELs to 15% or less of all ELs (LCAP Target). The school currently has no Long Term English Language Learners (LTEL) students.

The school will conduct an annual review of Probable Long Term English Learners (P-LTELs) to ensure adequate yearly progress and access to core curriculum. The school will ensure programs for English Learners are designed to include the California English Language Development Standards and that P-LTEL students have access to interventions to help them access the California English Language Development Standards.

**Metric/Method for Measuring:**

Percentage of LTEL Students

APPLICABLE STUDENT GROUPS	Baseline 2024-2025 <small>(Based on most recent data available)</small>	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term 28-29 <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term 29-30 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-term English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**GOAL #2**

**Goal #2 Joy and Wellness**

- **Increase or maintain positive attendance trends** that support student engagement and learning, as measured by annual attendance data.
- **Decrease chronic absenteeism year over year**, with focused support for students identified through attendance data analysis.

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                        |                            |

Local Priorities:

- :
- :

**Specific Annual Actions to Achieve Goal**

*Westwood will continue to strengthen the home–school partnership to support consistent student attendance and reduce chronic absenteeism. Through targeted, data-informed supports, the school will increase student engagement and reinforce the importance of regular attendance by implementing the following actions:*

- *Recognize and celebrate students demonstrating improved or consistent attendance during monthly PAWS Assemblies (aligned to the “Work Hard” pillar).*
- *Share attendance data, trends, and schoolwide goals during Principal’s Coffee meetings to promote transparency and family engagement.*
- *Communicate attendance expectations, data highlights, and goals at least twice annually through weekly parent email communications.*
- *Publicly post attendance goals on the school website to reinforce shared accountability and awareness.*
- *Convene Student Support and Progress Team (SSPT) meetings for students with frequent absences or those identified as approaching or meeting the criteria for chronic absenteeism, ensuring timely intervention and coordinated supports.*

**Expected Annual Measurable Outcomes**

**Outcome #1:**

Percentage of students attending 173-180 days each school year (96% attendance rate) will increase.

**Metric/Method for Measuring:**

MiSiS Attendance Reports

\*Subgroup not numerically significant at this time

APPLICABLE STUDENT GROUPS	Baseline 2024-2025 <small>(Based on most</small>	Year 1 of Term 2025-2026	Year 2 of Term 2026-2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030

	recent data available)			(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)
All Students (Schoolwide)	60.79%	62%	64%	66%	68%	70%
English Learners Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	58.11%	60%	62%	64%	66%	68%
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	52.44%	54%	56%	58%	60%	62%
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	66.36%	68%	70%	72%	74%	76%
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	55.42%	57%	59%	61%	63%	65%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	54.67%	56%	58%	60%	62%	64%
White Students	64.35%	66%	68%	70%	72%	74%

**Outcome #2:**

Percentage rate of students missing 16 days or more each school year (chronic absenteeism) will decrease.

**Metric/Method for Measuring:**

MiSiS Attendance Reports

\*Subgroup not numerically significant at this time

APPLICABLE STUDENT GROUPS	Baseline 2024-2025 <small>(Based on most recent data available)</small>	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term 28-29 <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term 29-30 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	13.51%	12.5%	11.5%	10.5%	9.5%	8.5%
English Learners Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	24.32%	23.3%	22.3%	21.3%	20.3%	19.3%
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	11.82%	10.8%	9.8%	8.8%	7.8%	6.8%
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	19.28%	18.2%	17.2%	16.2%	15.2%	14.2%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	12.00%	11%	10%	9%	8%	7%
White Students	9.78%	8.7%	7.7%	6.7%	5.7%	4.7%

**GOAL #3**

**Goal #3 Engagement and Collaboration**

Westwood Charter is committed to fostering strong partnerships with families and creating engaging learning environments for all students. Through intentional outreach, capacity-building, and inclusive practices, the following goals support parent voice, shared decision-making, and increased student engagement:

- **Increase parent participation and input** related to school climate, conditions, and decision-making processes.
- **Provide training and resources for parents** to effectively support student learning both at home and at school.
- **Increase student engagement** through meaningful, inclusive, and developmentally appropriate learning experiences.

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:

- :
- :

**Specific Annual Actions to Achieve Goal**

*Westwood will continue to cultivate a connected and inclusive school community by promoting collaboration, shared ownership, and a strong sense of belonging across all stakeholder groups. Through intentional structures, events, and opportunities for engagement, the school will maintain and strengthen community connections for students, families, and staff. Examples of community-building efforts include school volunteer opportunities; Principal’s Coffees; the English Learner Advisory Council (ELAC); and schoolwide events such as the Annual Science Slam, The Hoot, FamFest, and Bedtime Story Jam, as well as Parent-Student-Community Councils (Council in Schools Circles).*

- ***Students will participate in PAWS Assemblies, Restorative Justice practices, and Council in Schools Circles to build community, voice, and positive school climate.***
- ***Parents will be provided opportunities to complete the annual school survey on campus, including access in the school library during student drop-off times.***

- *Phone and email reminders will be sent to families throughout the annual school survey window to encourage participation and ensure broad stakeholder input.*

**Expected Annual Measurable Outcomes**

**Outcome #1:**

Increase the percentage of students who feel a part of their school.

**Metric/Method for Measuring:**

School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline 2024-2025 <small>(Based on most recent data available)</small>	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term 28-29 <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term 29-30 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	86%	87%	88%	89%	90%	91%

**Outcome #2:**

Increase the percentage of parents completing the School Experience Survey annually.

**Metric/Method for Measuring:**

School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline 2024-2025 <small>(Based on most recent data available)</small>	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term 28-29 <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term 29-30 <small>(Not applicable if categorized as Low Performing)</small>
All Parents (Schoolwide)	50%	52%	54%	56%	58%	60%

**GOAL #4**

**Goal #4 Operational Effectiveness and Investing in Staff**

Provide and Maintain Basic Services for Students and the School

- **Teacher Assignments and Credentialing:** The school will ensure that **100% of teachers are appropriately assigned and fully credentialed**, including required subject matter and English Learner (EL) authorizations.
- **Access to Instructional Materials:** The school will ensure that **100% of students have adequate access to standards-aligned instructional materials**, enabling full participation in the educational program outlined in the school charter.

Related State Priorities:

- X 1     4     7  
 X 2     5     8  
 3    X 6

Local Priorities:

- :  
:

- **Facilities Maintenance:** The school will achieve and maintain an overall rating of “good” or its equivalent on annual school facilities inspections and reviews.

**Specific Annual Actions to Achieve Goal**

- *Annually verify teacher assignments and credentials to ensure 100% compliance with state and district credentialing requirements.*
- *Ensure all students have access to state-adopted instructional materials and conduct an annual instructional materials sufficiency review in accordance with district policy.*
- *Maintain a clean, safe, and functional campus environment by monitoring facilities conditions and submitting work orders in a timely manner to address identified issues in coordination with district facilities.*

**Expected Annual Measurable Outcomes**

**Outcome #1:**  
100% ESSA Compliance for Teacher Credentialing

**Metric/Method for Measuring:**

Human Resource Reports

APPLICABLE STUDENT GROUPS	Baseline 2024-2025 <small>(Based on most recent data available)</small>	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term 28-29 <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term 29-30 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

**Outcome #2:**  
All students have access to state-adopted, standards based instructional materials

**Metric/Method for Measuring:**

Williams Certification

APPLICABLE STUDENT GROUPS	Baseline 2024-2025 <small>(Based on most recent data available)</small>	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28 <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term 28-29 <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term 29-30 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

**Outcome #3:**  
Westwood will receive a “good” or better rating on facility inspections

**Metric/Method for Measuring:**

Site Inspections

APPLICABLE STUDENT GROUPS	Baseline 2024-2025 <small>(Based on most</small>	Year 1 of Term 25-26	Year 2 of Term 26-27	Year 3 of Term 27-28	Year 4 of Term 28-29	Year 5 of Term 29-30
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	recent data available)			(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

## INSTRUCTIONAL DESIGN

### Innovative Components and Key Features

#### **Instructional Philosophy**

We have chosen interdependence as our schoolwide theme, specifically, the interdependence of real life systems, such as the social, emotional, ethical, political, and environmental systems surrounding us. Interdependence means that related elements within these systems influence each other as well as the relationships among these whole systems. At Westwood Charter, children learn that their actions directly impact those around them, and that each individual's contribution is vital for the whole group to succeed.

Our theme is evident every day in our classrooms as the children participate in activities that mirror the constructs of family, community, the nation, and the world. In social and emotional learning, an area of our curriculum that directly addresses interdependence, teachers help students understand how their behavior towards others affects the larger community. At the earliest grade levels, we want children to develop a conceptual understanding of interdependence and a sense of responsibility as a part of these real life systems. A particular focus for the present is an understanding of our interdependence with the natural world and our environment, and how this vital and fragile relationship affects other systems in our world. Ultimately, our children will understand that they are not only affected by, but directly affect, these systems through their choices and actions.

Our goal is to cultivate a learning community where every child is empowered to succeed. We welcome and celebrate cultural and ethnic differences, fostering an environment where diverse perspectives are valued and respected. Through inclusive practices and strong family and community partnerships, we prepare students to be compassionate, critical thinkers who contribute meaningfully to a diverse and ever-changing world.

#### **Instructional Strategies**

At Westwood Charter School our students strive to meet and exceed the California Common Core State Standards (CCCSS), Next Generation Science Standards (NGSS), Social Studies Content Standards (guided by the 2016 History/Social Science

Framework and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards) and California English Language Development Standards. xWe will guide our students as they develop the ability to generalize skills gained in curricular areas to real-life situations. We will do this by using exemplary teaching practices that connect theory with real world situations. To this end, we will continue to make use of the following strategies:

**Modeling:** Teachers model appropriate and productive behaviors and habits in the classroom, such as problem solving and time management. We also model our thinking processes and strategies as we apply them to a host of academic, social, and behavioral scenarios. We model discrete skills as well as the general behaviors demonstrated by effective citizens in a democratic society.

**Clear Expectations:** We explicitly define what we expect students to learn, and clearly communicate this information to other school professionals, families and community members, and most importantly, to our students. In our classrooms, we display both descriptive criteria and models of work that meet the standards we set forth. Our students participate in evaluating their own work and setting learning goals for themselves.

**Academic Rigor:** We teach subject matter in a way that challenges students to pose and creatively solve problems. We challenge them to construct explanations and justify arguments. Our curriculum encourages students to gain a deep conceptual understanding of topics and maintain a high level of engagement throughout the learning process. The students use higher order thinking skills such as Applying, Analyzing, Evaluating, and Creating.

**Criteria Charts:** We work with students to develop criteria charts. These charts clarify teaching goals and objectives as well as delineate an exemplary process and product. When students develop a clear understanding of the expectations for which they are held accountable, they are able to self-monitor their progress, draw from concrete examples and visuals, edit and revise their work, and take ownership of their learning.

**Immediate Feedback:** We provide immediate feedback when possible, such as additional questioning, restating directions, praising, and clarifying expectations. Teacher-student and small group conferencing is a vehicle for feedback, especially in language arts and math. As we confer, we uncover children's thinking and reasoning. This allows our students to replicate successful actions and to adapt close approximations.

**Grouping:** We use flexible grouping to meet the needs of our students. Examples of grouping strategies include, but are not limited to: heterogeneous, homogeneous, whole group, small group, cooperative, and partner work. Working in groups gives students ample opportunities to interact with other students and materials, to provide immediate feedback, and to allow them to work on more complex tasks. This encourages them to explore their own and other students' ideas and fosters learning and intellectual growth. When students are able to collaborate with others in a variety of groups, it encourages them to develop diverse perspectives and stronger interpersonal skills. Solving problems with others also helps students develop teamwork skills. Grouping allows teachers to make observations and assess students while facilitating their work. It also allows for differentiation of instruction as teachers can plan targeted lessons based on a small group need, a supplementary activity, or an extension. Grouping assists English Language Learners and students with different learning styles to access the curriculum.

**Appropriate Guided and Independent Practice Time:** We provide students with adequate guided practice time that is essential before they can be expected to be successful at independently applying or demonstrating a particular concept or skill. Teachers use discretion regarding what is appropriate practice time, varying this for the needs of the students and the difficulty level of the lesson. This allows students to be engaged because they have been given background and support before working independently.

**Time for Teacher and Student Reflection:** We believe that exemplary teaching and learning requires that both teachers and students have adequate time to reflect on their experiences and learning. Teachers reflect on the effectiveness of their teaching to influence their future teaching practices. This is an individual process as well as a group process as teachers reflect on practices during Family meetings. Students self-assess and reflect independently and with the teacher during conferences. Students also reflect to integrate new information into their existing knowledge constructs, as well as to form additional questions from their exposure to new subjects and skills. Students use reflection in real-life problem solving, in academic pursuits, in social interactions, and in making behavioral choices.

**Accountable Talk:** Our goal is for "Student Talk" to drive the learning forward as much as possible. We encourage and facilitate students' ability to apply new conceptual understanding as they talk with peers and teachers about their learning and thought processes. When students develop new constructs and share these, the process is interactive, allowing others to respond with new thoughts that challenge and move the learning community to a new level. We believe that giving children time to explain how and why they understand subject matter allows them to internalize concepts. Students

acquire facts based on a variety of reliable sources and are able to prove why something is true or untrue.

**Service Learning:** We emphasize service learning, a method which involves structured reflection and the application of learning to real-world problems. This helps students develop academic skills and social-emotional intelligence, combining academic instruction with service in the community. This deepens community engagement, civic responsibility, and empathy.

**Experiential Learning:** We emphasize hands-on learning, where students discover, through direct experiences, how to make sense of the world, solve problems, use reference materials, and ascertain relationships for themselves. These experiences can take the form of simulations, field study, drama, and explorations.

**Interdisciplinary Instruction:** Our collegial Families design curriculum around themes so that basic disciplines like reading, math, social science, and science are integrated, as much as possible, with the exploration of broad subjects and ideas such as survival or adaptation. We know that children learn best when they acquire knowledge in the context of a coherent “whole” and when they can connect what they are learning to the real world. In addition to this real-world connection, students apply and develop other academic skills. For example, when students study the post office, they not only explore a social science concept, they also incorporate reading, writing, listening, speaking, and mathematics. Different models of instruction are used in this approach. They include simulations, investigations, role-playing, and others.

**Teacher Collaboration:** As stated above, an essential part of our philosophy is teacher collaboration. We are committed to weekly meetings with our instructional Families, (described in the School Organization section) to engage in a collaborative and reflective process to meet the needs of our students as well as our own professional goals. Westwood teachers plan curriculum together and articulate continuously about the effectiveness of their program. Teachers meet, reflect upon student work, evaluate assessment data, make adjustments, and support each other. Teachers analyze student work to identify strategies to target areas of need, design and implement related lessons, and re-evaluate student outcomes. Teachers teach collaboratively and share in the creation of instructional materials. Teachers working in concert promote success for their students and are inspired by each other. The nature of effective teacher collaboration fosters inspiration, creativity, accountability, and innovation.

**Developing Higher Level Thinking Skills:** In preparing students to be effective citizens, we believe our task is to help them develop the critical thinking skills that will enable them to think flexibly, solve complex problems, and make sense of the world

around them. We encourage our students to move towards more sophisticated levels of Understanding, Applying, Analyzing, and Evaluating, and finally to Creating. They develop the strong intellectual capabilities necessary to become successful college and career ready adults.

**Questioning:** We use various questioning techniques that allow students to demonstrate thinking and conceptual understanding of content. For example, we pose open-ended questions, guiding questions, questions that require further research, and assessment questions. In our classrooms, both teachers and students are asking questions of themselves and others to dig deeper, make connections, think about learning processes, and ultimately, to come to new questions.

**Extended Learning:** We provide our students with opportunities to extend their learning. For example, students may choose to research or investigate a particular content area in depth and then share their learning with the rest of the community.

**Student-Facilitated Learning in the Classroom:** Our classrooms are structured so that students are able to take full responsibility for certain kinds of learning activities. Examples may include morning routines, book choices, and writing choices. In addition, students research topics and create projects to teach new information to their peers.

**Differentiated Instruction:** Differentiation can be addressed through guided reading groups, teaching reading and writing through a workshop model, math groupings, rotations, and electives. In addition, various materials are used to target students' abilities and interests.

**Cognitively Guided Instruction:** Children enter school with a wide variety of strategies for solving problems. While exploring a variety of problem types, students embrace intuitive and novel approaches before addressing standard algorithms.

**Technology:** Students must be able to adapt effectively to technological advances in order to work and contribute to a continuously changing world. Students are technologically educated, curious, and productive. Students need to be able to display a range of functional and critical thinking skills related to information, technology, and media. Students are expected to perform digital citizenship when utilizing technology and media.

### **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.

## **English Language Arts**

Westwood Charter School strives to meet and exceed the California State Standards for English language arts at each grade level. As stated in the California State Standards Handbook, “The California State Standards for English Language Arts (ELA) articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English language learners” (CCSS, 2010, Introduction). Teachers provide students with a diverse and rich selection of books and materials that include challenging informational texts and well-loved classics. Through literature and a variety of other resources, teachers facilitate student discussions to widen their perspectives, acquire knowledge, and develop powerful insights that allow them to be reflective, critical thinkers. Additionally, in writing, teachers expose students to a variety of genres through mini-lessons and mentor texts to guide students as they craft pieces that show evidence of competent and accurate research and solid arguments based on sound evidence and logical thinking. Students write expository, persuasive, descriptive, and narrative texts with attention to clear purpose and audience. As students progress through the grade levels, teachers provide students opportunities to present increasingly complex oral presentations and participate in informal academic discussions that strengthen their communication skills. Teachers model the use of Standard English as students engage in conversations; through this engagement, students develop new and rich vocabulary; they skillfully summarize, quote, and critique texts. Students exit Westwood Charter armed with the English language arts skills to successfully continue their educational journey.

Westwood Charter School is committed to a comprehensive, balanced, integrated, and innovative transitional kindergarten through fifth grade language arts program. Our students will become competent readers and writers who access all types of text, acquire knowledge, enjoy and value literature, communicate clearly and effectively, and think critically so as to be productive, creative members of the community in which they live.

Westwood Charter School strives for an instructional balance between explicit skill development such as decoding and fluency, and developing comprehension skills. We teach children to both learn to read and read to learn, through curriculum and instruction that recognizes the importance of the building blocks of reading and the pleasure and practicality of reading itself.

“They promote a double vision of integration— (a) that reading writing and discourse ought to support one another’s development, and that reading, writing and language practices are best taught and learned when they are employed as tools to acquire knowledge and inquiry skills and strategies within disciplinary contexts, such as science, history or literature” (2014 ELA/ELD Framework p.61).

### **Language Arts Integrated with Social Studies**

Language Arts instruction at Westwood Charter is marked by innovation. Reading and writing activities purposefully link to skill development and conceptual understanding within the content areas, particularly social studies. This level of integration encourages students to practically and directly apply reading, writing, listening, and speaking to learning about themselves and their

world. Mentor texts are used to bridge reading and writing activities. Students read a variety of genres--fiction and nonfiction alike--that are directly related to the content of study. Students understand that the purpose of reading is to extract and extend meaning. Students write in a variety of genres, such as narrative, expository, persuasive, and descriptive forms that are based on and extensions of content study. The California Reading/Language Arts Framework clearly states that these essential connections between Language Arts and content instruction produce solid learning. "The curriculum should foster critical and creative thinking, develop students' abilities to question and reason, and promote active engagement with the content and with peers. And, most importantly, the curriculum should offer students opportunities to interact deeply, as readers and writers, with a range of high-quality texts—different types, genres, topics, disciplines, lengths, and complexities—that ignite their interests, build their knowledge, touch their hearts, and illuminate the human experience" (2014 ELA/ELD Framework, p.9).

### Language Arts Taught in Constructivist Model

Children construct their own meaning by accessing prior knowledge and building upon that schema to construct new meaning. Reading and writing activities come directly from the students' experiences. "Readers take the written word and construct meaning based on their own thoughts, knowledge, and experiences" (Harvey and Goudvis, 2000, p.5). Students participate in language arts activities in a child-centered classroom, fitting with constructivist learning theory. Children are able to access and use a wide variety of language arts materials that match their abilities and interests. Classrooms have large and categorized libraries. Children and teachers share ownership of the classroom materials as well as the classroom space, where multiple uses like reading, writing, or conferencing can all be done on the carpet or at a table. Children take responsibility for accomplishing projects and assignments within a large block of uninterrupted language arts time. Teachers utilize strategies of explicit instruction including whole group, small group and individual conferencing, where they are able to address areas of need identified through analysis of student work. In addition, teachers and students are engaged in purposeful and informal discussion that is related to lessons. Students are encouraged and expected to interact with peers, initiate ideas, and make connections to what they already know. Errors are acknowledged as opportunities for new learning and a growth mindset is modeled, supported and integrated through literacy instruction.

### Language Arts Instruction is Inclusive

Language Arts instruction is tailored to meet the needs and abilities of all students. One hallmark of Westwood Charter is our inclusion of students with special needs. Teachers differentiate Language Arts instruction and materials so that access and understanding occurs for all students: special needs, students who are learning English, and students who are identified as gifted and talented. Teachers differentiate instruction which allows students to enter a lesson or concept at their individual entry point and this allows for true depth of understanding, peer tutoring, and success for all students and promotes tolerance, compassion, and flexibility. The inclusion model benefits all community members in the classroom. "...[I]nclusive schools are based on the belief that the world is an inclusive community with people who vary not only in terms of disabilities but in race, class, gender, and religious background. To prepare students to

live in an inclusive world, it is important for them to learn and grow within communities that are similar to the world they will live in as adults” (Mercer and Mercer, 2005, p.18).

### Balanced Literacy

Reading instruction at Westwood Charter is based on the Science of Reading practices and incorporates elements of a balanced literacy program. Reading instruction begins with explicit instruction in word recognition skills including phonological awareness, decoding, and sight recognition. It follows a natural progression into language comprehension which includes background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. Instructional methods may include guided reading, shared reading, partner reading, oral reading, independent reading, literature circles, and read alouds. Students are also taught other strategic reading skills, such as the use of context to determine meaning of new words. Students are instructed in writing, listening, and speaking skills and in the application of these skills. Assessment of these skills and strategies is ongoing and used to drive instruction and intervention.

### Delivery of Instruction

Teachers may deliver language arts instruction in a variety of ways: to a whole class, a small group, or to an individual child. Teachers use dynamic groupings based on a multi-tiered system of support. These groupings utilize core curriculum, strategic and supplemental interventions, and intensive interventions. Children may be involved in student- directed literature circles. Teachers may form flexible groupings of children based on student interest.

### Direct Instruction

Westwood Charter School provides direct instruction in specific skill development. Children acquire certain skills when they are taught explicitly, to their skill level, and are given immediate feedback. Teachers identify the skill to be taught and move through the lesson, careful to model, check for understanding, and provide time for guided practice and independent practice. Teachers check for understanding and adjust instruction time and delivery based on their ongoing assessment.

### Materials

Teachers may use the following materials in the delivery of instruction: core literature sets, trade books, leveled readers, basal readers, decodable readers, anthologies, content area texts, magazines, newspapers, internet sources, multimedia presentations, published phonics and spelling texts, teacher generated charts and books, student-generated materials, novels integrated with social studies or social emotional learning curriculum, published language arts texts, published theme curricula, personal spelling lists, dictionaries, and encyclopedias. Given our documented success in Language Arts, we will continue to retain the right to choose whether or not to participate in District- mandated assessments and pacing plans. Our

participation will depend on how these assessments and plans correspond to the curriculum at Westwood Charter School.

### Listening and Speaking

The ability to listen well and speak clearly is a goal of our comprehensive and balanced Language Arts program. Westwood teachers recognize the importance of teaching listening and speaking skills in order for students to be productive citizens. Westwood teachers give students multiple opportunities to communicate in the classroom; literature circles, Readers' Theater, community circles, readers' celebrations, book shares, and poetry recitations are a sampling of the activities in which Westwood students engage. Reading instruction calls for student-to-teacher and student-to-student dialogues that are purposeful and authentic. Additional strategies are employed where teachers and peers model appropriate communication skills.

Teachers at Westwood read aloud daily to students. They model proper intonation, expression, think aloud, questioning, reading with expression, visualizing, and predicting. They impart a love of reading and of books, and they teach the skills of discussing literature.

### Word Recognition

Westwood teachers recognize that instruction in word analysis and fluency, along with systematic vocabulary development, form the essential building blocks in a balanced language arts program. We work to develop a firm sense of phonemic awareness in our students before we present them with a solid base of phonics skills. We utilize teacher created, formative, and summative assessments to monitor mastery of phonemic awareness skills before transitioning to phonics based lessons. As the 2026 English Language Arts/English Language Development Instructional Materials Follow-Up Adoption Supplemental Guidance states:

Research demonstrates that fluent readers develop through orthographic mapping—bonding letters to sounds in memory—which requires systematic phonics instruction rather than guessing from context (Ehri, 2020; Seidenberg, 2013). Meta-analytic evidence on phonemic awareness (PA) instruction reinforces this finding. A comprehensive review of 46 studies found that explicit PA instruction significantly improves students' ability to manipulate sounds, with a moderate effect size, and this benefit holds across teacher-, computer-, and parent-led contexts (Rice et al., 2022). Similarly, Erbeli et al. (2024) demonstrated that the dosage of PA instruction matters: around 10 hours of targeted PA instruction produces the strongest gains, especially for at-risk readers, after which additional time shows diminishing returns unless letters are integrated. Taken together, research indicates that when schools provide short but systematic PA instruction in early grades, students are more likely to acquire the sound-symbol connections that underlie fluent word recognition.

Phonics, the relationship between phonological aspects of language (the sounds) and graphic signs (letters), is very important information for beginning readers. "Word recognition is made up of increasingly automatic skills, including phonological awareness, decoding, and sight recognition." (Scarborough, 2001). Westwood Charter teachers provide students with systematic and explicit phonics instruction. As stated in *Put Reading First: The Research Building Blocks of Phonics Instruction* (2003), "Key findings from the scientific research on phonics instruction include the following conclusions of particular interest and value to classroom teachers:

- Systematic and explicit phonics instruction significantly improves kindergarten and first-grade children's word recognition and spelling.
- Systematic and explicit phonics instruction significantly improves children's reading comprehension.
- Systematic and explicit phonics instruction is effective for children from various social and economic levels.
- Systematic and explicit phonics instruction is particularly beneficial for children who are having difficulty learning to read and who are at risk for developing future reading problems.
- Systematic and explicit phonics instructions is most effective when introduced early" (pp. 13-15).

We teach phonics using a systematic and sequential approach so that children build phonological identities as they build their reading and writing vocabularies. Students have many experiences with the grapho-phonological system which may include word walls, sound walls, interactive writing which allows for text-rich learning environments. As students become more proficient readers, they build on strategies that include deconstructing words, using root words, prefixes, suffixes, studying of Latin root words, etc.

#### Written and Oral Language Conventions

Teachers explicitly address the state standards for written and oral language conventions. Our instruction includes the components of sentence structure, grammar, punctuation, capitalization and spelling. Much of our spelling instruction takes into account developmental spelling theory. "Spelling instruction is based on two fundamental tenets: 1. Students' learning of spelling and vocabulary is based on their developmental level. 2. Students' learning is based on the way they are naturally inclined to learn, on their natural course of conceptual learning" (Bear, Templeton, Invernizzi, and Johnston, 1996, p.11).

Spelling instruction may include temporary spelling techniques, developmental spelling activities such as word hunts and sorts, dictation, spelling lists generated from the students' own writing, and thesaurus and dictionary skills.

## Vocabulary Development

Westwood teachers know that vocabulary instruction is important in the primary grades and in the upper elementary grades. Westwood students learn vocabulary by hearing, reading, and analyzing exemplary literature, practicing dictionary skills, and highlighting context clues. Teachers give special attention to teaching academic language to students, that is, the language of books, tests, and formal writing. Based upon assessment data, teachers preteach and reteach vocabulary of content areas and academic language to address the needs of students who are learning English, students who are at risk, and students with special needs.

Teachers read aloud to students to highlight sensory details, rich language, and content specific vocabulary. Providing field trips and hands-on experiences for students builds vocabulary as well. Students strengthen vocabulary skills by reading independently, and teachers facilitate this by providing independent reading time and a variety of fine literature to support this practice. "Children learn many new words by reading extensively on their own. The more children read on their own the more words they encounter and the more word meanings they learn" (CIERA, 2003, p. 35). In addition, many Westwood classrooms have reading buddies of another grade level with whom they read weekly.

## Fluency Instruction

Westwood Charter School guides students to be fluent readers. Students read passages several times and teachers provide feedback. "Repeated reading builds fluency by strengthening accuracy, rate, and automatic word recognition, all of which support comprehension." *Adapted from Rasinski (2014), Fluency Matters, Educational Leadership.*

## Comprehension

We recognize the important duty to build strong and strategic readers who acquire information, and understand and apply what they read. "Comprehension means that readers think not only about what they are reading but what they are learning. When readers construct meaning, they are building their store of knowledge. But along with knowledge must come understanding" (Harvey and Goudvis, 2000, p.9). Our students comprehend to gain information and insight. In Westwood classrooms, teachers model, guide, and practice clear, specific, and effective reading comprehension strategies. Our program includes showing students how to use background knowledge and fix up strategies, connect, question, visualize, infer, determine importance, and synthesize information, as key aspects in what good and successful readers do (Harvey and Goudvis, 2000).

## Literary Response

Students have opportunities to respond to literature from a variety of genres. As they explore both the structural and literary elements of texts, they create and share with peers their personal reactions, for example, through book shares, written responses, literature circles, peer discussions, plays, readers' theater, questioning, graphic organizers, community circles, and

author studies. Within a differentiated instructional approach, these activities involve deeper levels of complexity. The value of literature response activities are immense. Students are encouraged to critically analyze the main literary elements that can include: characters, themes, literary devices, setting, conflict, point of view, and tone. When analyzing non-fiction text, students identify and discuss the author's purpose, message, and point of view, the main idea and key details, and how the information impacts understanding of the world.

## Writing

Teachers at Westwood Charter School are committed to guiding children to become fluent, proficient writers. Through the school-wide use of a workshop model, all students are actively involved in writing, from emergent and beginning writing in kindergarten, to specialized stages of writing in the lower and upper elementary grades. They move from writing words, simple sentences, and stories, to more complex sentences, and then to paragraphs and multi-paragraph essays that support a main theme. They write in a variety of genres. Students are guided to experiment with the beauty and power of the written word by writing descriptively, creatively, and by developing a personal viewpoint. They learn to write from multiple perspectives including first and third person. Students learn to outline, take notes, and write research papers. We are careful to guide students to write with a command of Standard English, always giving attention to audience and purpose.

Students see themselves as writers and writing as an activity that is part of daily life. They employ the writing process consistently. Students may brainstorm or take notes as a prewriting activity or use graphic organizers to help plan their writing. Drafting follows and students revise and edit with peers and teachers, with intentional emphasis on students becoming responsible for the editing process. Published pieces may be typewritten and may be displayed in the classroom. Students participate in writers' celebrations and share their work with others in the school community. Joan Sedita mentions, "Writing is a recursive process requiring coordination of multiple skills" (Sedita, P. 16, 2019).

A student's own writing is often the genesis for more authentic and purposeful writing. This structure can be a powerful avenue for students to write and find their personal voice. They support fellow writers in the process. "Writing groups provide a scaffold, or supportive environment, in which teachers and classmates can talk about plans and strategies for writing and revising (p. 37 17). Students use published authors as mentors, constantly connecting reading and writing. Teachers challenge students to read as a writer, that is to transfer an author's style and techniques into their own writing.

Writing instruction may include shared writing, modeled writing, journal writing, writing in response to reading, writing in all genres and extensively in the content areas, biographies, essays, and research writing. Teachers emphasize instruction in both mechanics and content. Technology is frequently used to facilitate the writing process.

## **Mathematics**

Westwood Charter school students work to meet and have a deep understanding of the California State Standards in mathematics. We are committed to students' conceptual understanding of math grade level standards and recognize the immense value of true understanding and the importance of articulating that understanding. As stated in The Common Core State Standards Handbook, "One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as  $(a+b)(x+y)$  and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task..." (2010, p. 3). Westwood students are engaged in learning that emphasizes depth and meaning and the ability to prove how and why they know something to be true.

Along with firm conceptual understanding, our primary goals in mathematics education are to facilitate our students' mastery of basic computational and procedural skills and ensure that they are competent problem solvers. We want Westwood students to synthesize and apply these skills and concepts to all areas of their lives. Westwood recognizes that a commitment to standards-based curriculum will forward this goal.

Westwood teachers strive to balance computational instruction with conceptual and problem solving opportunities. Westwood teachers equip students with a variety of strategies to solve problems. Teachers guide students to develop logical thinking skills and use the language of mathematics to communicate about relationships and quantities using mathematical terms and symbols. As Westwood teachers implement transdisciplinary units, we strive to make connections between mathematics and other curricular areas. This integration of math with other core subjects occurs when possible and appropriate.

With these goals in mind, our mathematics curriculum is designed to introduce, practice, reinforce, and extend such basic mathematical skills as counting, patterning, addition, subtraction, multiplication, and division, in order to apply these skills comfortably and appropriately in real-life situations and to other new and interesting problems. As previously stated, our goal is to enable all learners to develop proficiency in each of the three components of mathematics: basic computation and procedural skills, conceptual understanding, and problem solving.

As students progress through the curriculum, teachers build upon previously learned

content in a recursive fashion, with extensions and more in-depth applications.

Teachers

schedule a daily block of mathematics instruction time and employ differentiated instruction so that all learners access and acquire skills and knowledge.

Westwood teachers are also guided by the Standards for Mathematical Practice, outlined in the Common Core State Standards, (pp.5-6), and seek to foster these in the students:

- make sense of problems and persevere in solving them
- reason abstractly and quantitatively
- construct viable arguments and critique the reasoning of others, model with mathematics
- use appropriate tools strategically
- attend to precision
- look for and make use of structure
- look for and express regularity in repeated reasoning

We teach the domains outlined in the CCSS: Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations-- Fractions, Measurement and Data, and Geometry. We do this within the structure of developing children's conceptual understanding and mathematical reasoning. We do this through conceptually-based experiences that encourage students to actively participate in their learning by using prior knowledge, exploring, questioning, and posing problems of their own.

Throughout grade levels, our mathematics instruction progresses from concrete to abstract, where students develop skills and knowledge through the use of manipulative materials. This practice is supported by Mary Baratta-Lorton in *Mathematics Their Way*. "A page of abstract symbols no matter how carefully designed or simplified because of its very nature cannot involve the child's senses the way real materials can. Symbols are not the concept, they are only a representation of the concept, and as such are abstractions describing something that is not visible to the child. Real materials, on the other hand, can be manipulated to illustrate the concept completely, and can be experienced visually by the child." (1976, p. xiv). In lower grades, students practice learning patterns through songs, rhythms, and kinesthetic movement. In upper grades, students learn how to compute algebraic equations and solve for a variable through programs such as Hands-on Equations, using dice, pawns, and balance scales. Now that students have access to devices, digital manipulatives such as place value disks, fraction pieces, analog clocks, and base ten blocks can be used to concretely practice solving problems and show their mathematical thinking. This supports understanding the "why" and the "how" in math.

The key principles of Cognitively Guided Instruction (CGI), as well as Problem Based Learning (PBL) are used to allow students to build on their math learning process. Students are encouraged to explain their math thinking and reasoning; emphasizing that there are multiple ways to solve a problem. Teachers facilitate problem solving and students' intuitive understandings about math are encouraged. Keeping in mind each child's mathematical thinking, teachers guide individuals towards reaching their highest potential within their zone of proximal development. Through CGI and PBL, "students not only need to learn the big ideas of mathematics; they need to learn the mathematical ways of thinking that are entailed in generating these ideas, in deciding how to express them in justifying that they are true, and in using them to justify the mathematical procedures they are learning." (Carpenter, et al., Thinking Mathematically, 2003, p. 6)

As stated earlier, our curriculum emphasizes the connection of mathematics to daily life and work to solve real-world problems. Transdisciplinary connections are made to practice problem solving and apply mathematical strategies and skills. For example, in all grade levels, students participate in social studies simulations that encourage the development and application of skills in patterning, equivalent values, place value, graphing, money, and configuration of numbers. Within social studies units, students use these skills to purchase consumer items, make predictions about a variety of events in their lives based on patterns they have studied, and countless other real-world situations. Fosnot's Contexts for Learning provides another avenue for students to practice math skills and problem solving in realistic contexts.

We approach our mathematics curriculum using a variety of innovative strategies and materials to meet the needs of the students. These may include district-adopted textbooks, teacher-created materials, CGI strategies, manipulatives, and supplementary materials, such as Fosnot's Contexts for Learning, Marcy Cook, logic puzzles, and Marilyn Burns resources.

## **Science**

"There is no doubt that science - and therefore, science education - is central to the lives of all Americans. Never before has our world been so complex and scientific literacy is critical to making sense of it all. Science is also at the heart of America's ability to continue innovating, leading, and creating jobs for the future. That's why all students - regardless of whether they pursue college or STEM careers - should have access to a high-quality K-12 science education."

- from <https://www.nextgenscience.org/understanding-standards/understanding-standards> 40

The TK-5th grade science program is to provide all students with challenging, standards based science instruction that promotes state requirements while preparing college-ready, career-

aware students who “learn science by doing science.”<sup>1</sup> This type of instruction in the science classroom provides students with multiple opportunities to practice reading, writing, listening and speaking skills thus promoting the four domains of literacy. Since mathematics is also the language of science, occasions to practice numeracy are frequent. The application to social studies assists students in making the very important decisions about how to preserve resources and protect our natural world, and about their responsibilities as global citizens. Teachers strive to highlight connections between social studies and science; that the study of the natural world influences the culture of the social and political world. Explicit instruction is based the four domains: Earth & Space, Life, Physical, and Engineering, Technology and Application of Sciences in grades TK-5th.

We also believe that solid science instruction challenges students to observe, analyze, question, and evaluate. The thinking skills that are honed through scientific experimentation and observation will hold students in good stead beyond their elementary years and in many areas of their life. "Science learning in school leads to citizens with the confidence, ability, and inclination to continue learning about issues, scientific and otherwise, that affect their lives and communities" (National Research Council [NRC] 2012a, Chapter 11).<sup>2</sup>

At each grade level, science instruction is driven by student inquiry, facilitated and guided by teachers, and based on the Next Generation Science Standards. Our content instruction reflects the three dimensions of science: Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs). In all grade levels, science is an exploration of phenomena - observable events in a natural or designated system.<sup>3</sup>

The NGSS also supports students in gaining an understanding and appreciation for the natural world as environmental education weaves these sciences together. California developed A : Educating Every Student in, about, and for the Environment to guide educators in the principles of environmental science and its interdisciplinary nature. The Environmental Principles and Concepts outlined therein might be investigated through both a social studies and/or scientific lens. Using the connections delineated in the Science Framework, Westwood teachers can make connections between NGSS concepts and investigations and the California EP & Cs.<sup>4</sup> Teachers strive to instill an awareness of people’s social responsibility to humanity and our interdependence with the environment so that students are conscious, thoughtful stewards of the earth.

Teachers use a variety of materials and community members, with an emphasis on hands-on instruction and experimentation. These include trade books and literature, teacher resource books, textbooks, commercial kits (e.g. FOSS, Smithsonian’s STC, Carolina Biological Supplies, Mystery Science, and California Science Center), teacher-created materials, as well as guest speakers, university students and clubs, school-wide community events. As much as possible, technology and technological tools are used in science investigations to prepare students to be critical thinkers with competent scientific problem solving skills in the 21st century.

1 NGSS

2 As cited in 2016 Science Framework for California Public Schools Kindergarten through Grade 12: Chapter 1 Overview of the California Next Generation Science Standards, p. 4  
3 2016 Science Framework for California Public Schools Kindergarten through Grade 12: Chapter 1 Overview of the California Next Generation Science Standards

## **History/Social Studies**

Our history–social science program is guided by the belief that social science is an integrated and transdisciplinary study of people and their interactions with social, cultural, political, economic, and environmental systems. As such, history–social science serves as a foundation for instructional planning and is intentionally integrated across subject areas, including language arts, mathematics, science, and the visual and performing arts.

Westwood Charter School implements a comprehensive history–social science program aligned with the California History–Social Science Content Standards, the History–Social Science Framework (2016), and applicable provisions of the Common Core State Standards for literacy in history–social science. The program is designed to provide all students with equitable access to rigorous, standards-based instruction that supports academic achievement, civic literacy, and critical thinking.

Consistent with the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, instruction emphasizes inquiry-based learning, analysis of primary and secondary sources, and the development of civic knowledge and participation skills. Students engage in questioning, investigation, evaluation of evidence, and communication of conclusions, supporting readiness for college, career, and civic life.

At all grade levels, Westwood teachers ensure vertical and horizontal alignment of instruction through collaborative grade-level planning and the maintenance of a written scope and sequence for history–social science instruction. The scope and sequence documents alignment to state standards, identifies key units of study, and reflects integration with other content areas, social-emotional learning, and service learning. These documents are reviewed and revised regularly to reflect instructional data, student needs, and evolving best practices.

While social studies serves as the core of our curriculum, instruction is intentionally balanced and integrated across all content areas. Guided by our school-wide theme of interdependence, students investigate how individuals, communities, systems, and environments are connected locally, nationally, and globally. Through this work, Westwood teachers foster cultural understanding, civic responsibility, and the skills necessary to participate as informed, ethical, and engaged members of a democratic society.

Westwood provides students with multiple opportunities to develop historical and social science analysis skills, including chronological and spatial thinking, interpretation of historical events, and evaluation of cause-and-effect relationships. Students use maps, globes, timelines, and other representations to develop geographic literacy. Instruction includes explicit practice in distinguishing between fact and opinion and in analyzing multiple perspectives.

Literacy instruction is embedded within history–social science through regular engagement with complex texts, discipline-specific vocabulary, and evidence-based writing tasks. These practices

support alignment with the Common Core State Standards and the instructional shifts outlined in the History–Social Science Framework.

Civic education is an essential component of Westwood’s history–social science program. Students explore civic values, rights, and responsibilities through the study of democratic principles, foundational historical documents, and key moments in U.S. history. They examine the lives and contributions of individuals who have advocated for equity and justice, including Rosa Parks, Dolores Huerta, and César Chávez, and reflect on how civic action can lead to social change.

Instruction intentionally reflects the diversity of the school community and broader society. Teachers incorporate multiple viewpoints and culturally responsive materials to support inclusive instruction and to foster respect for different experiences and identities. These practices align with the school’s commitment to equity and access for all students.

Student learning in history–social science is assessed using multiple measures, including performance tasks, projects, written work, and formative assessments. Teachers use assessment data to inform instruction, provide feedback, and make adjustments to curriculum and instructional practices as needed.

History–social science instruction is supported by community circle practices, which provide structured opportunities for discussion, reflection, and perspective-taking. These practices support student voice, respectful dialogue, and social-emotional development, and reinforce civic values and collaborative skills.

Westwood utilizes experiential learning strategies, including simulations, role-playing, project-based learning, collaborative projects, and field experiences that promote inquiry, reflection, and social integration. These strategies are used to support mastery of standards and to provide students with authentic opportunities to apply learning.

### Transitional Kindergarten Social Studies

In TK, Social Studies supports children in developing a sense of self, family, and community. Students explore roles, relationships, and responsibilities while learning how people work together and contribute to their classroom and world. Through play-based learning, discussions, stories, and real-life experiences, children build foundational skills in cooperation, respect, decision-making, and problem-solving. Instruction emphasizes cultural awareness, community helpers, classroom rules, and basic civic values. Students also learn about holidays and traditions, fostering an appreciation for diversity. As part of a service-learning project, students participate in sorting clothing items and donating them to a charitable organization, helping them understand kindness, sharing, and giving back to the community.

### Kindergarten Social Studies

Children enter school with a wide range of experiences and knowledge about the world around them. Building on this wealth of knowledge allows them to develop a sense of place that is both anchored in what they know and firmly connected to their ever expanding new knowledge. With this “child-center” in mind, the kindergarten curriculum begins with a study of the self as related to the community, in order to answer the question, “How am I affected by the community?”

Students learn to work together, to take turns, share, problem solve, think critically, and analyze problems and consequences. They learn these norms by experiencing them in the group environment. There are many opportunities to integrate other curricular areas within the context of each unit. For example, on Election Day in September, students take part in a voting simulation, writing propositions for the ballot (ELA) to address a problem in the classroom, and then counting ballots and analyzing results (Mathematics). The kindergarten curriculum continues with an exploration of the student's relationship to the classroom and school, exploring school grounds, personnel, and environment. This foundation forms the basis for the next question, "How do I experience my community?" This includes a study of cultures, resources, and the surrounding neighborhood. Students hear and discuss stories from the past and become familiar with how people live and how communities have changed over time. The students act as researchers by going on field trips and applying their knowledge through Block Work, mapping, sketches, and dramatizations. This leads to the next curricular question, "How do I affect my community?" as students investigate their social role through service learning projects, taking on both individual and group responsibilities to initiate change. Each spring, some kindergarten classes participate in a service learning project that addresses their understanding of homelessness, and create supply boxes for community organizations. They create signs and speeches to teach the larger community about their endeavor (ELA) and then organize supplies for distribution. (Mathematics)

## Grade One Social Studies

In first grade, students explore rights, responsibilities, and citizenship through developmentally appropriate social studies instruction. Within the classroom, students learn about fair play, cooperation, and problem-solving as they examine social issues and everyday dilemmas, developing an understanding that conflict is a natural part of community life and can be resolved respectfully. Civics concepts are reinforced through integrated units, including a class election. Students learn to respect differing opinions and participate in a democratic process by selecting a candidate, running a campaign, and participating in a family-wide election simulation. Students count and tabulate votes and announce results, building both civic understanding and real-world math skills. Students study and develop an understanding of American symbols such as the bald eagle, the Statue of Liberty, and the Liberty Bell. Students also learn about the importance of national holidays and the diverse individuals associated with them, as well as other key historical figures. Instruction emphasizes recognizing how aspects of life change over time while some traditions and experiences remain the same. Foundational economic concepts are introduced through applied learning experiences. In the restaurant and post office units, students learn how money is used to purchase goods and services, how products move from production to consumption, and how specialized jobs contribute to the success of a business. Geography instruction builds mapping skills and spatial awareness as students develop a sense of place and understanding of their community and the world around them.

## Grade Two Social Studies

In second grade, students explore history, geography, economics, and civics through integrated, hands-on learning. Students investigate people who make a difference in their families, communities, and the world using primary and secondary sources. They compare past and present lifestyles, examine the immigrant experience, and create personal timelines to understand their place within a larger historical context. Geography instruction builds map skills and introduces geographic features, land use, and types of communities. Through neighborhood walks, students compare residential and commercial areas and learn about rural, urban, and suburban communities. Students study community workers and basic economic concepts, including goods and services, producers and consumers, and saving and spending. These concepts are applied through the Buyers and Sellers unit, which integrates Social Studies, Writing, Math, Reading, and Art. Students create classroom businesses, write advertisements, work with money to solve real-world problems, and design signs and packaging. Civics instruction emphasizes roles and responsibilities, rules and laws, and positive citizenship through daily practice and PAWS expectations. Cultural understanding is developed through the Heritage unit, where students share and celebrate diverse family backgrounds. Units conclude with projects and presentations, supported by informal and formal assessments. Learning is extended through field studies such as visits to Watts Towers and TreePeople, which deepen students' understanding of community, culture, art, and environmental responsibility. Service learning experiences emerge from social studies investigations, allowing students to apply their learning to support their school, community, and global awareness.

## Grade Three Social Studies

Grade Three students investigate the features of continuity and change in our local region. The physical and human geography of the region is explored in a thematically integrated curriculum that follows a timeline format, beginning about 20,000 years ago with prehistoric Los Angeles. Students then investigate the Tongva tribe (indigenous people), European explorers in our region, the founding settlers of Los Angeles, The Rancho Period, industrialization, and civic expansion to modern day Los Angeles. We emphasize the ways in which environmental, cultural, and political systems have influenced regional development, both in the past and today. Experiential lesson design and multiple field trips support a deeper understanding of the Core Standards. Students practice informational reading strategies related to each period of development for Los Angeles. When learning about European explorers, students engage in a simulation where they are a crew going to find treasures for the Spanish King. They use mapping skills and clues to find the items and bring them back "home." They reflect on the successes and difficulties they experienced during the journey to make connections with the experiences of the explorers from the 1500-1600s. During the study of the Rancho Period, students create diseños using the vara to measure their land. After, they write a persuasive letter to the "Governor" to ask for a land grant. When studying Industrialization of the Los Angeles area, students may design geometric nets to make a model of modern day Los Angeles or redesign our city seal to reflect current and modern LA incorporating art and math standards.

## Fourth Grade Social Studies

In grade four, students learn the history of the land, the people, the cities, and the cultures that have combined to become present-day California. They begin with an analysis of California's geography and then investigate the history of the first Californians. Later, they study the Spanish explorers and settlers and Mexican California. Students end the year by examining the effects of the California Gold Rush, Westward Movement, and the economic, political, and the technological developments of California statehood. Students see relationships of social studies themes within a variety of subject areas and perspectives. Students learn to look at history through different lenses through yearly themes such as "Windows and Mirrors" and "Empathy, Kindness, and Inclusion" Students read about the impact of exploration on indigenous cultures based on analysis of the literature book *Island of the Blue Dolphins*. After reading about Spanish colonization, students write about the consequences of the mission system and its impact on native populations. Students also research significant events that led to California's statehood. Lessons are fully integrated in a unit on the Westward Movement as they become pioneers who travel west in wagon trains and must make decisions as a group. Students read about pioneer life, write diary entries from the perspective of people of the time, and calculate the mileage covered on the trail each day. Students also participate in virtual and in-person field trips to enhance learning in social studies. During an overnight field trip in the San Bernardino Mountains, students see how geography affects the survival of people and species from the past and the present. Visiting local museums also allows students to see the evolution of technology. To culminate the Gold Rush Unit, students recreate a Shindig where they sing songs and dance to music from the Gold Rush Era.

## Fifth Grade Social Studies

In grade five, students extend their studies of the history and geography of the United States, focusing on making a new nation. They begin with the explorers and early settlers of the New World. They study colonial America, which in turn helps them understand the cause of the Revolutionary War. When they understand the issues and conflicts of that time period, they can understand the purpose behind our Constitution and the three branches of government. They study the many cultures and people that immigrated to form this country as they know it today. Social Studies themes are integrated into other subject areas. Students read historical fiction like *Blood on the River* to analyze story elements within a historical context of the formation of the Jamestown Colony. Students also conduct research and read primary and secondary sources to investigate people, places, and events that revolve around the American Revolution. Students write persuasive arguments to share orally at a simulation when debating whether or not to sign the Declaration of Independence. Field experiences are also a huge part of supporting the social studies curriculum. Students participate in virtual and in-person field trips about the Revolutionary War, spend time aboard a tall ship to learn about a sailor's life in the 1800s, and listen to a museum on wheels presentation about Benjamin Franklin and the Declaration of Independence. In all units of study, students explore multiple perspectives and reflect upon how these historical events impact them today. In addition, students find ways to promote civic engagement through school-wide activities and service learning.

## **SEL/Service Learning**

### Social Emotional Learning

At Westwood Charter School, we believe that social emotional learning is an essential part of a progressive curriculum. We believe in a community that fosters independence of thought, intellectual integrity, and personal and social morality. A vital component of our curriculum is encouraging our students to think independently and develop a positive self-concept and resolve conflicts effectively. Once our students understand and respect themselves, we expect them to accept and celebrate the differences of others. We strive to meet the six goals of the program.

*Celebrate a community in which all individuals recognize their interdependence with one another. We believe in the development of good character in all students because “SEL programs can enhance children's confidence in themselves; increase their engagement in school, along with their test scores and grades; and reduce conduct problems while promoting desirable behaviors” (Greenberg, Mark T., et al, 2017, p. 13).*

*Continue to use a school-wide shared vocabulary to identify positive behaviors that foster an inclusive community and promote character development. We use common vocabulary that reflects our school values and expectations. Our school-wide expectation/vocabulary is based on our principles of PAWS. PAWS stands for: Practice Compassion, Act Responsibly, Work Hard and Stay Safe. PAWS represents behavioral and social expectations in a school environment as well as in the students' everyday lives. We believe in empowering children to become positive influences in the community at large; as Mohandas Gandhi said, “If we are to teach real peace in this world...we shall have to begin with the children.”*

*Recognize and celebrate students who exemplify positive behavior and school expectations, within the classroom and our school community. Teachers visibly celebrate student achievement in the classroom setting through praise and positive reinforcement. We hold monthly school assemblies to recognize students for demonstrating good character and for those who “Practice PAWS.” These assemblies promote pro-social skills and reinforce our SWPBS (School-Wide Positive Behavior Support) plan. Students are given the opportunity to compose speeches, songs, and/or skits relating to behavioral expectations and perform them for the student body.*

*Nurture an environment that embraces positive conflict resolution, pro-social skills and safety for all students and staff. We have developed clear expectations for school wide student behavior in the classroom and on the yard, explained by our school-wide positive behavior support program. Teachers review these principles and expectations at the beginning of each year through classroom discussions, lessons, and demonstrations. The PAWS Expectations and Safety Contract is sent home every*

August for parents and students to review together and sign. While on the yard, students can stay safe by visiting the PAWS and Think station and/or filling out a “PAWS and Think Sheet.” We have also developed an office referral form and grade level specific consequence guideline grids based on the principles of PAWS.

*Provide direct instruction in PAWS.* Instilling social and community ethics and values in our students has positive effects in the classroom. “When teachers intentionally teach prosocial skills and model empathy and cooperation, classrooms become more peaceful, relationships deepen, and students increasingly support one another” (Karasová et al., 2023). Teachers will define, explicitly teach, and acknowledge and reinforce behavior expectations.

*Provide the staff with the training and tools needed to ensure that all students’ character development is supported.* Teachers are given the opportunity to increase their skills and knowledge through staff and/or grade level professional development sessions. They have been provided with multiple training and grade appropriate curriculum including Second Step: A Violence Prevention Program - Committee for Children, Digital Citizenship, Harmony, circle meetings and Health & Wellness by Macmillan/McGraw-Hill. Additionally, we have created a bank of PAWS based lessons for each grade level and have compiled a list of literature that highlights characters that promote PAWS. Teachers are encouraged to utilize these and other resources to support the education of our social emotional education.

As a school community, teachers, students, and parents participate in community circles. This is a practice that values the contributions of individuals--their feelings and their stories. Participation in community circle has both social and academic benefits. They encourage students to speak freely and share stories and thoughts based on their individual experiences. Students grow to understand that everybody’s life experience and perspective is different, but that we all share the common goals of being heard, understood, and respected. Parent-Student community circles are evening events that we host several times throughout the year to bring families, students, and staff together in a warm and meaningful setting. Each event begins with an engaging activity that helps everyone feel connected before we meet in the circle. Once in the circle, a staff member guides discussions using prompts, allowing each person to speak and listen respectfully in turn. These evenings strengthen relationships, build trust, and nurture a shared sense of belonging that helps families feel connected to their child’s learning and to our school community.

### Service Learning

At Westwood Charter, service learning is a structured teaching approach that enriches learning by engaging students in connecting classroom content, literature, and skills to

local and or global community needs. In the lower grades, teachers model the process of what service learning looks like. In the upper elementary grades, students are encouraged to lead the process with adults as partners, applying critical thinking and problem solving skills to issues of social justice.

Students grow as individuals, gain respect for their peers and enhance civic participation. Students will gain a deeper understanding of themselves, their community and society and experience success at every ability level. Our students will develop as leaders who take initiative with solving problems, work as team players, and demonstrate their abilities through service to others.

"Simply put service learning connects school based curriculum with the inherent caring and concern young people have for their world - whether on their school campus, at a local food bank, or in a distant rain forest. The results are memorable, lifelong lessons for students and foster a stronger society for us all" (from *The Complete Guide to Service Learning*, 2004). Because service learning stems from content, as well as from the hearts of young learners, the projects differ across grade levels and change over time.

The following are descriptions from past service learning projects:

**Family 1** will learn about the post office. Students will understand the function of the post office and the jobs of the people who work there. As a culminating activity to our post office unit, each first grade class will invite a kindergarten class to their post office. The first grade students will explain the process that a letter goes through before it gets to someone's house. Each kindergarten student will receive a letter from a first grader that contains ways to practice PAWS in first grade.

**Family 2** students engage in a Buyers and Sellers project that connects economic concepts to real-world experiences. Students learn about goods and services, wants and needs, and the roles of producers and consumers by creating their own small businesses, including storefronts and products. Students then invite a younger grade to participate in the marketplace, where they teach peers about buyers and sellers and provide play money to practice responsible consumer decision-making.

**Family 3** students noticed the amount of food waste from recess and lunch at Westwood Charter School, and in partnership with our garden program, the students learned about what is and what is not compostable. Students created posters about what is compostable and what is not, and then set up tabletop compost bins during recess and lunch.

**Family 4-5** engages in a science investigation of energy efficiency, conservation, and its role in our everyday lives. The students research fossil fuels, managing excessive waste, the growing expense of electricity, and its effect upon society, as well as pollution concerns for the environment. Upon completion of the unit, students compose a list of ways in which people can reduce electricity usage and/or waste. Then, students will design and create Public Service Announcement Videos using Canva to share with the school community.

## **Health/PE**

### **Physical Education**

We believe that every student in our school should have the opportunity to participate in quality physical education. As mandated by the California State Board of Education, our students receive a minimum of 200 minutes of physical education in a ten-day period. Our program allows our students to develop health-related fitness, physical competence, and cognitive understanding about physical activity so that they can adopt healthy and physically active lifestyles. Students are instructed in body management, locomotor movement, manipulative skills, rhythmic skills, movement concepts, aerobic capacity, muscular strength and endurance, flexibility, body composition, self-responsibility, social interaction, and group dynamics.

We also provide learning experiences that meet the developmental needs of young children, which help improve a child's mental alertness, academic performance, readiness to learn and enthusiasm for learning. Our physical education program includes the following components: opportunities to learn skills, meaningful content, appropriate modeling and instruction, and the chance to apply this knowledge in a supervised setting. Children are also taught all rules and regulations associated with each sport, with a major emphasis on facilitating students to work as a group to achieve a common goal. Self-image, personal development, and social development are also a part of this program. Furthermore, participation in physical education and the development of sportsmanship skills are emphasized. Healthy competition and athletic ability are also acknowledged and supported.

Our physical education curriculum is integrated into regular classroom planning and is one of the elements of our enrichment program. A professional, certificated teacher teaches the physical education skills and standards to the students. Accordingly, physical education at Westwood focuses on students developing necessary skills and movement knowledge. To assess their mastery of these skills, fifth grade students participate in all state mandated physical fitness testing.

Through the curriculum, we fully endorse the belief that "Physical education is an integral part of the overall education program for every student and provides one of the

few opportunities for every student to develop the skills, knowledge, and confidence necessary to lead a physically active lifestyle” (The Physical Education Framework for California Public Schools, CA Department of Education, 2009, p.7). Furthermore, students learn to work as a team resulting in the development of interdependence.

## Health

Physical, mental, emotional, and social health are critical components of a student’s ability to learn, achieve and succeed. We believe that a positive, health-oriented school climate recognizes that health is intimately linked to learning. According to the state’s HealthContent Standards (CA Dept. of Education, 2008), “Health education is a continuum of learning experiences that enables students, as individuals and as members of society, to make informed decisions, modify behaviors, and change social conditions in ways that are health enhancing and increase health literacy” (p. vi).

Our health education curriculum is designed to help students develop attitudes, life skills, and practices furthering their health literacy. At Westwood, we use grade-level appropriate curriculum, such as nutrition, body systems, dental care, germs and healthy community, and human development. In 5th grade students follow a human growth and development curriculum.

Our school participates in health awareness activities like Kids Heart Challenge and the Jog a Thon to support students who are becoming “[C]ritical thinkers and problem solvers when confronting health problems and issues” (2008 California Health Content Standards, p. vi). Teacher created and other science resource materials are used to support our health curriculum.

## **Arts**

### **Visual and Performing Arts**

Westwood Charter School recognizes the essential role that the visual and performing arts (dance, drama/theater, and music) play in a visionary and well-rounded curriculum. We commit ourselves, through instruction and exploration, to provide children with these exceptionally powerful avenues for creative self-expression, self-discovery and for discovery about the world of which they are a part. Our visual and performing arts curriculum invites students to channel emotions into creative forms. We believe it is of great importance that our children develop a sense of beauty, truth, and respect provided by the very humanizing world of art. Our curriculum incorporates five components of arts education. These are: (1) artistic perception: processing, analyzing, and responding to sensory information through the language and skills unique to the arts, (2) creative expression: creating and performing in the arts, (3) understanding the historical and cultural contributions and cultural dimensions of the arts, (4) aesthetic valuing of the arts, (5) and connecting and applying what is learned in the arts to other art forms, subject areas, and to careers.

Our goal is for Westwood students to mature into culturally literate people whose value and pursuit of the arts is life-long. Through the visual and performing arts curriculum, students at Westwood will add to their body of knowledge in the core content areas, apply thinking skills, and acquire artistic skill and style. They will integrate skills and concepts amongst the arts disciplines and the core content areas. Our visual and performing arts instruction will engage students with varied learning styles and allow exceptional learners to fully participate in a curriculum that is often not dependent upon verbal or written responses. The current Arts Standards, adopted in 2019, support students to develop artistic literacy through authentic processes that artists engage in, such as creating, performing, and responding, and highlight an inquiry-based approach. (CA Dept. of Education, 2019, p.6.) Our classroom teachers, itinerant arts teachers and enrichment educators provide students with their music, drama, dance, and visual arts instruction.

### **Dance**

Children at Westwood Charter School are involved in dance and movement education. They engage in activities that encourage them to respond to sound through movement, strengthen motor efficiency and control, communicate ideas through movement, acknowledge the multicultural heritage of dance, and develop an appreciation for its aesthetic value. Students interpret dance to connect its meaning to their learning and they use this art form to keep their minds and bodies healthy. “Dance-literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through their participation in dance.” (page 110).

### **Drama/Theatre**

Drama provides Westwood Charter School students with opportunities to explore language, refine communication skills, develop self-esteem, and further investigate their world and themselves. “Through putting one’s self in the place of another, embodying the traits of a character, students observe, reflect upon, and examine themselves, others, and imagined worlds.” (p. 29) Our drama education aims to expose students to the elements of drama, the development of skills in storytelling and playwriting, the appreciation for the multicultural and historical tradition, and the appreciation for the aesthetic value of theatre. Our children participate in classroom skits, reader’s theater, poetry recitations, improvisational theater classes, and musical theater production. Additionally, dramatic play is used to reinforce and teach social studies and science concepts as well as facilitate conflict resolution. We strive to maintain a balance between process and product. Some drama productions are “in process” and shared within the classroom and some are “produced” and shared with the larger community.

### **Music**

Our students learn about many aspects of music. We recognize the intellectual and emotional benefits of such educational experiences. Music enriches the social studies program and reinforces math and language arts skills. “Studying music directly impacts sensory and perceptual motor systems developing spatial and logic reasoning, memory, language, listening skills, and fine motor skills, all of which play critical roles in daily existence and multiple fields of study.” (p.28) Students at Westwood Charter School explore and analyze many of the elements

of music, such as sound, pitch, rhythm, harmony, form, tempo, notation, and more. As with the other arts, Westwood students learn the important role and value of music in their lives and the lives of others. All students participate in weekly choral music classes and upper grade students have the opportunity to receive instrumental music instruction. Students enjoy viewing performances as well as engaging in their own performances of choral and instrumental music and musical theater productions. Music is often part of school-wide events and assemblies. Students identify, learn and perform songs that are from different historical time periods linked to the grade level social studies units.

### **Media Arts**

Due to the interconnectedness of media arts with other artistic disciplines, the cognitive benefits gained from learning in these areas can also be applied to media arts. Research shows that students working in digital media face similar challenges to those in other arts, highlighting how media arts build on shared concepts like perspective, color, shape, and observational drawing (Peppler 2010). As a "metamedium", media arts enable the integration of various art forms and new interactive experiences through technology. This integration can significantly influence cognitive development by merging different communication modes (Peppler 2010). As media arts is now recognized as a separate fifth discipline in the Arts Standards, Westwood Charter takes advantage of the many different communication modes in the classroom and with specialists. For example, teachers use Canva and Google Slides to create multi-media presentations. In turn, students are able to create their own presentations to demonstrate and share their learning. At Westwood Charter, students engage with media arts in numerous ways. This includes designing artifacts that align with curriculum using 3D printers, developing their technological literacy by creating code in programs such as Scratch, and many more. As technology evolves, our methodology adapts to emerging innovation.

### **Visual Arts**

Westwood Charter students take part in visual arts education, often in conjunction with their learning in the core content areas. The visual arts consist of two-dimensional and three-dimensional creative expressions, such as painting, drawing, graphic arts, printmaking, sculpture, photography, ceramics, architecture, and using technology to create art. A primary goal is to assist students in understanding the creativity of others as well as their own by emphasizing the creative process and the product. Students use the senses of sight, smell, sound, and touch to develop an understanding of the characteristics of artworks. They learn to identify the elements of art emphasizing line, color, shape/form, texture, and space. Students develop visual arts skills by creating developmentally appropriate, original works of art in a variety of media. Children analyze and respond to their own artworks and those of others in order to understand the feelings and ideas expressed in art created by artists of many cultures, places, and times.

Our students are involved in a variety of classroom-based visual arts activities as well as community-sponsored arts programs. These include visits to L.A. County Museum of Art, The Getty Museum, Watts Towers Art Center, The Skirball Museum, The Rediscover Center, Bob Baker Puppets, and The UCLA Fowler Museum. In addition, many classes attend in-school and local school performances for drama, music, and dance.

Examples found at Westwood Charter:

Dance	Drama/Theatre
<ul style="list-style-type: none"> <li>● Itinerant Dance</li> <li>● Square Dance (4/5)</li> <li>● K - Song and Dance presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Itinerant theater</li> <li>● Reader's theater               <ul style="list-style-type: none"> <li>○ Some linked to Reading Standards</li> <li>○ K Readers Theater at Culmination</li> </ul> </li> <li>● Poetry recitation</li> <li>● Dramatic Play (TK/K)</li> <li>● Simulations               <ul style="list-style-type: none"> <li>○ 1st Post Office</li> <li>○ 1st Election</li> <li>○ 2nd Buyers and Sellers</li> <li>○ 3rd Rancho?</li> <li>○ 4/5th Immigration, Congress, Pioneers</li> </ul> </li> <li>● PAWS Assembly Presentations               <ul style="list-style-type: none"> <li>○ Preparing entertaining content, presenting to all classes, following scripts.</li> </ul> </li> </ul>

Music	Visual Arts
<ul style="list-style-type: none"> <li>● Spring Sing</li> <li>● Multicultural Week School-Wide Song Presentation</li> <li>● Simulations               <ul style="list-style-type: none"> <li>○ 1st Election Campaign Songs and Chants</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Art Madness</li> <li>● Various artist studies across all grade levels, (ex: Escher, Kandinsky, Picasso, Mondrian, O'Keefe)</li> <li>● Papel picado, otomi, origami, memory quilts, Peruvian Folkart, African Art inspired by Anansi</li> </ul>
<p>Media Arts</p> <ul style="list-style-type: none"> <li>● Technology Instruction               <ul style="list-style-type: none"> <li>○ 3D Printing</li> <li>○ Designing infographics, slide shows and websites</li> <li>○ Scratch (code writing)</li> </ul> </li> <li>● PAWS               <ul style="list-style-type: none"> <li>○ Creating posters</li> </ul> </li> </ul>	

## Field Trips & School Events

TK/K	Discovery Cube, Bob Baker, Disney on Ice
1	Getty Center
2	Watts Towers
3	Sofi, Olvera Street
4/5	Skirball, Pioneer Arts Night

## Technology

At Westwood Charter School, technology is a vital, integrated tool that enriches teaching and learning across all grade levels. Our vision is to empower students and teachers to connect, create, collaborate, and solve real-world problems using modern technology in meaningful and responsible ways.

We recognize the evolving role of technology in education and society. As digital tools become more accessible and powerful, we strive to prepare students for a connected, global future by embedding technology seamlessly into the curriculum. Rather than being taught in isolation, technology is used purposefully to support critical thinking, creativity, research, communication, and collaboration.

Technology supports student-centered, constructivist learning environments. Students engage actively through digital writing, multimedia projects, interactive research, and communication platforms such as blogs, podcasts, and school websites. Teachers differentiate instruction using adaptive software and provide access to diverse learning resources tailored to individual needs.

Aligned with California State Standards, technology is used across all subjects to:

- Access, evaluate, and synthesize digital information
- Develop writing and media projects using collaborative tools
- Analyze data using spreadsheets and visual tools
- Explore primary sources, simulations, and virtual field trips
- Publish and share work with real audiences

All classrooms are equipped with projectors, Apple TVs, teacher iPads/laptops, and student-accessible Chromebooks or tablets. Additional tools—including VR headsets, 3D printers, digital cameras, microphones, and audio/video recording devices—support immersive, interactive instruction and allow students to express ideas through innovative media formats.

Teachers use technology to design and deliver engaging, standards-based lessons, access professional resources, and communicate with families. The school network, cloud storage, and shared platforms facilitate collaboration among staff and students.

### Strategic Goals (2025–2030)

- Expand equitable access to current and emerging technologies
- Provide ongoing professional development in instructional technology and digital literacy
- Integrate virtual reality and interactive simulations into curriculum projects
- Increase student opportunities for publishing, presenting, and peer feedback
- Enhance home–school communication through consistent digital platforms and updates
- Foster responsible digital citizenship and ethical technology use from an early age
- Use digital and 3D printers to support student creativity, design thinking, and problem-solving across subjects

Westwood Charter remains committed to innovation, ensuring our students develop the digital skills and mindset needed to succeed in an ever-evolving world.

### 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.

Westwood Charter School’s Transitional Kindergarten (TK) program is aligned with California’s Universal Transitional Kindergarten (UTK) framework and serves as the first year of a two-year kindergarten continuum. The program is grounded in the California Preschool Learning Foundations and provides developmentally appropriate, hands-on instruction that supports early literacy, numeracy, self-regulation, and social-emotional development. Instruction is intentionally designed to meet the needs of young learners and to ensure a smooth, cohesive transition into kindergarten. The TK program follows the same full-day schedule as the kindergarten program, providing consistency, continuity, and equitable access for students and families.

## **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.

Westwood will adhere to the LAUSD board approved yearly calendar.

### **AUGUST**

- August 14-First day of school
- August 29-No School (Admissions Day)

### **SEPTEMBER**

- September 1- Labor Day, No School Unassigned Day
- Sept 23-No School Unassigned Day

### **OCTOBER/NOVEMBER**

- October/November -Westwood will follow the conference dates set by LAUSD.
- Oct. 2 - No School Unassigned Day
- November 11- No School Veterans Day
- November 24-28 Unassigned/-Thanksgiving

### **DECEMBER/JANUARY**

- December 22-January 9 -No School Winter Break
- January 12 - Second Semester Begins
- January 19-No School - Martin Luther King Jr. Day

### **FEBRUARY/MARCH**

- February 16-No School - President's Day
- February/March Westwood will follow the conference dates set by LAUSD.
- March 27 - Unassigned day
- March 30 - April 3 No School - Spring Break

### **APRIL**

- April 24-No School-Unassigned Day

### **MAY**

May 25-No School-Memorial Day

## **JUNE**

June 10-Last Day of School

### **Grades 1–5**

- Monday, Wednesday and Friday 8:00 am–2:45 pm
- Tuesday and Thursday 8:00 am–1:45 pm
- Minimum Days are observed during conference weeks - Monday, Wednesday, Friday 8:00 am - 12:45 pm

### **TK/Kindergarten**

- Monday, Wednesday and Friday 8:00 am–2:40 pm
- Tuesday and Thursday 8:00 –1:40 pm
- Minimum Days are observed during conference weeks - Monday, Wednesday, Friday 8:00 am - 12:45 pm

## **SAMPLE DAILY SCHEDULES**

Sample Daily Schedules Individual classrooms vary somewhat, but this offers a general idea. As we strive for an integrated curriculum, many content area lessons are incorporated in language arts activities and vice versa.

### Kindergarten/Transitional Kindergarten Schedule

- 8:00-8:20 Morning Routine: Songs, Schedule, Share, Job Responsibilities, Daily News
- 8:20-9:50 Readers/Writers Workshop\*
- 9:50 – 10:10 Snack
- 10:10 – 10:30 Yard/Play
- 10:30 – 11:20 Mathematics
- 11:20 – 11:40
- Lunch 11:40 – 12:00 Yard/Play
- 12:00 – 12:15 Shared Reading
- 12:15 – 1:15 Social Science / Science
- 1:15 – 1:35 Second Step
- 1:35-2:40 Council/Centers and Closing

**\*We adhere to the LAUSD Master Plan for ELD instruction.**

### **Lower Grade Sample Daily Schedule**

- 8:05 – 8:25 Opening Calendar and Daily Oral Language
- 8:25 – 9:25 Reading Workshop/Word Study/Phonics\*
- 9:25 – 9:45 Math Fluency
- 9:45 – 10:05 Recess

-10:05 – 11:00 Writing Workshop  
-11:00 – 12:00 Math Groups  
-12:00 – 12:45 Lunch  
-12:45 – 1:05 Independent Reading/Read Aloud  
-1:05 – 1:25 Physical Education/Health  
-1:25 – 2:30 Social Studies/Science/SEL  
-2:30 – 2:45 Pack Up

**\*We adhere to the LAUSD Master Plan for ELD instruction.  
3rd, 4th, 5th Grade ELD Instruction**

-8:10 – 10:10 Readers Workshop/Writing Workshop  
-10:10 – 10:30 Recess  
-10:30 – 11:30 Math  
-11:30 – 12:30 Social Studies/ P.E.  
-12:30 – 1:15 Lunch  
-1:15 – 1:40 Read Aloud/Council  
-1:40 – 2:40 Science/Health/SEL  
-2:40 – 2:45 Pack Up

**\*We adhere to the LAUSD Master Plan for ELD instruction.** We provide large blocks of instructional time for language arts and mathematics. We instruct in the content areas daily and provide students with independent reading time. We read to our students every day and ask them to share orally with the class each day as well.

Students participate in a weekly Council for approximately a half hour to an hour. They also participate in Second Step and health lessons weekly.

Students participate in physical education for 100 minutes each week. While Physical education teachers provide the majority of this instruction, the classroom teachers provide the remaining instruction.

All students participate in bi-monthly, one- hour art lessons given by the art instructor, as well as participating art lessons given by the classroom teacher.

A music teacher offers music instruction weekly for 40-minute sessions; as with art, classroom teachers incorporate music instruction in the integrated curriculum.

Students also participate in weekly technology lessons for 45 minutes and bi-monthly gardening lessons for 45 minutes.

Children in grades four and five can participate in Instrumental Music instruction for 45 minutes weekly.

For each fiscal year, the total minutes for all grade levels slightly exceeds the required 55,100 as reflected on the following bell schedule submitted through the LAUSD Principal's Portal.

Westwood continues to provide a 40-minute lunch period for kindergarten and a 45 minute lunch period for grades 1-5. The new online bell platform automatically applies the same minutes for lunch across all grade levels and does not allow kindergarten to reflect the correct lunch period.

This information was included in the “Explanations, Exceptions, and Special Situations” field which was reviewed by Local District and Central staff prior to approval of our bell schedule.

School Year: 2025-2026      School Name: Westwood Chtr E      School Type: Elementary      Cost Center: 1774001      Region: W

M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Instr. Days
			AUG 14 PD	AUG 15 SD	AUG 18	AUG 19 PD	AUG 20	AUG 21 PD	AUG 22	AUG 25	AUG 26 PD	AUG 27	AUG 28 PD	AUG 29 HOL	SEP 01 HOL	SEP 02 PD	SEP 03	SEP 04 PD	SEP 05	15
SEP 08	SEP 09 PD	SEP 10	SEP 11 PD	SEP 12	SEP 15	SEP 16 PD	SEP 17	SEP 18 PD	SEP 19	SEP 22	SEP 23 HOL	SEP 24	SEP 25 PD	SEP 26	SEP 29	SEP 30 PD	OCT 01	OCT 02 HOL	OCT 03	18
OCT 06	OCT 07 PD	OCT 08	OCT 09 PD	OCT 10	OCT 13	OCT 14 PD	OCT 15	OCT 16 PD	OCT 17	OCT 20	OCT 21 PD	OCT 22	OCT 23 PD	OCT 24	OCT 27	OCT 28 PD	OCT 29	OCT 30 PD	OCT 31 SD	20
NOV 03	NOV 04 PD	NOV 05	NOV 06 PD	NOV 07 MD	NOV 10 MD	NOV 11 HOL	NOV 12 MD	NOV 13 PD	NOV 14 MD	NOV 17	NOV 18 PD	NOV 19	NOV 20 PD	NOV 21	NOV 24 HOL	NOV 25 HOL	NOV 26 HOL	NOV 27 HOL	NOV 28 HOL	14
DEC 01	DEC 02 PD	DEC 03	DEC 04 PD	DEC 05	DEC 08	DEC 09 PD	DEC 10	DEC 11 PD	DEC 12	DEC 15	DEC 16 PD	DEC 17	DEC 18 PD	DEC 19 SD	DEC 22 HOL	DEC 23 HOL	DEC 24 HOL	DEC 25 HOL	DEC 26 HOL	15
DEC 29 HOL	DEC 30 HOL	DEC 31 HOL	JAN 01 HOL	JAN 02 HOL	JAN 05 HOL	JAN 06 HOL	JAN 07 HOL	JAN 08 HOL	JAN 09 HOL	JAN 12	JAN 13 PD	JAN 14	JAN 15 PD	JAN 16	JAN 19 HOL	JAN 20 PD	JAN 21	JAN 22 PD	JAN 23	9
JAN 26	JAN 27 PD	JAN 28	JAN 29 PD	JAN 30	FEB 02	FEB 03 PD	FEB 04	FEB 05 PD	FEB 06	FEB 09	FEB 10 PD	FEB 11	FEB 12 PD	FEB 13	FEB 16 HOL	FEB 17 PD	FEB 18	FEB 19 PD	FEB 20	19
FEB 23	FEB 24 PD	FEB 25	FEB 26 PD	FEB 27	MAR 02	MAR 03 PD	MAR 04	MAR 05 PD	MAR 06	MAR 09 MD	MAR 10 PD	MAR 11 MD	MAR 12 PD	MAR 13 MD	MAR 16	MAR 17 PD	MAR 18	MAR 19 PD	MAR 20	20
MAR 23	MAR 24 PD	MAR 25	MAR 26 PD	MAR 27 HOL	MAR 30 HOL	MAR 31 HOL	APR 01 HOL	APR 02 HOL	APR 03 HOL	APR 06	APR 07 PD	APR 08	APR 09 PD	APR 10	APR 13	APR 14 PD	APR 15	APR 16 PD	APR 17 SD	14
APR 20	APR 21 PD	APR 22	APR 23 PD	APR 24 HOL	APR 27	APR 28 PD	APR 29	APR 30 PD	MAY 01	MAY 04	MAY 05 PD	MAY 06	MAY 07 PD	MAY 08	MAY 11	MAY 12 PD	MAY 13	MAY 14 PD	MAY 15	19
MAY 18	MAY 19 PD	MAY 20	MAY 21 PD	MAY 22	MAY 25 HOL	MAY 26 PD	MAY 27	MAY 28 PD	MAY 29	JUN 01	JUN 02 PD	JUN 03	JUN 04 PD	JUN 05	JUN 08 SD	JUN 09 PD	JUN 10 SD	JUN 11 PD		17

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	94	336	73	276	7	253	6	280	180	36000	55183	19183
1	Yes	94	336	73	276	7	253	6	280	180	50400	55183	4783
2	Yes	94	336	73	276	7	253	6	280	180	50400	55183	4783
3	Yes	94	336	73	276	7	253	6	280	180	50400	55183	4783
4	Yes	94	336	73	276	7	253	6	280	180	54000	55183	1183
5	Yes	94	336	73	276	7	253	6	280	180	54000	55183	1183

6	No								0	54000	0	-54000
7	No								0	54000	0	-54000
8	No								0	54000	0	-54000
9	No								0	64800	0	-64800
10	No								0	64800	0	-64800
11	No								0	64800	0	-64800
12	No								0	64800	0	-64800

**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.

N/A

**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.

Westwood Charter School's professional development program is intentionally designed to improve instructional practice and, most importantly, to increase student learning and achievement. The effectiveness of professional development is measured by its impact on student outcomes; therefore, all professional learning decisions are grounded in the analysis of student achievement data, including both formative and summative assessments.

Student performance data, classroom observations, and teacher reflections guide the selection and refinement of professional development priorities. In addition, the broader school community provides valuable feedback through instruments such as the LAUSD School Report Card and the annual LAUSD School Survey. This feedback informs instructional focus areas and helps ensure alignment with student and family needs.

Westwood Charter is committed to the continuous development and refinement of instructional practices, including Readers' Workshop, Writers' Workshop, Cognitively Guided Instruction (CGI), and Project Based Learning. Over the next several years, the school will emphasize reflective practice as teachers deepen their expertise, refine instructional strategies, and strengthen alignment across grade levels to maximize student learning. To support this work, professional development will include ongoing opportunities to examine student work, participate in lesson studies, and engage in collaborative inquiry cycles.

Teachers are provided structured opportunities to assess student learning, design high-quality lessons, observe one another's practice, and refine instruction based on collective analysis and feedback. Each spring, Westwood teachers collaboratively determine one or two school-wide professional development focus areas for the following school year. These decisions are driven by identified school-wide needs derived from student work samples, assessment data, and annual teacher input.

Westwood prioritizes building internal capacity by first identifying expertise within the faculty. Teachers with specialized knowledge may lead workshops, facilitate learning communities, or open their classrooms for peer observation. Administrators and the curriculum coordinator also provide professional development aligned to their areas of expertise. When additional support is needed, the school draws upon District personnel and carefully selected external providers. Teachers further support one another by serving as informal mentors, extending professional learning and support beyond what the District is able to provide for new teachers.

Westwood Charter will continue to expand its professional learning horizons by partnering with similar high-performing schools, collaborating with local museums and cultural institutions, and intentionally building internal "expert" capacity within the faculty. During the 2025–2026 school year, professional development will also focus on increasing the relevance of instruction by intentionally connecting current events and global issues to classroom learning, with the goal of developing informed, empathetic global citizens. Teachers will engage in professional learning centered on updating and implementation of meaningful service-learning projects that connect academic content to real-world impact. In addition, the school will deepen its commitment to student well-being through the refinement and implementation of schoolwide social-emotional learning agreements that promote consistency, belonging, and shared expectations across classrooms. Professional development will also strengthen teachers' use of effective Gifted instructional strategies to ensure appropriate challenge, differentiation, and access for all learners. Finally, Westwood Charter will work toward unifying its literacy instructional strategies across grade levels, ensuring a coherent, research-based approach to reading and writing instruction that supports student growth and achievement from kindergarten through grade five.

Recognizing that high-quality instruction is supported by the entire school community, Westwood also provides ongoing professional development for support staff. Special education assistants participate in monthly group training sessions as well as conferences and mentoring with resource specialist teachers. Paraprofessionals and supervision aides receive training at the beginning of the year and periodically

throughout the school year in areas such as student safety, conflict resolution, and social skill facilitation.

Substantial time and resources are dedicated to sustaining a strong professional development program. In addition to weekly Tuesday afternoon professional development sessions, teachers meet on Thursdays for grade-level planning and collaboration. Funds are allocated annually to support teachers in pursuing outside professional development opportunities aligned to school goals.

Looking ahead, Westwood Charter will continue to expand its professional learning horizons by partnering with similar high-performing schools, collaborating with local museums and cultural institutions, and intentionally building internal “expert” capacity within the faculty. These partnerships and learning opportunities will further enrich instructional practice, foster innovation, and support continuous improvement in service of student success.

## 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*.

Westwood Charter School is committed to meeting the needs of **all learners** within an inclusive, equitable learning environment where every student is supported to reach their full potential. This commitment includes ensuring that **English Learners (ELs)** receive high-quality instruction, targeted language development, and access to the full academic program.

Westwood continues to implement English Learner services in alignment with **California state requirements**, the **LAUSD English Learner Master Plan**, and all applicable federal, state, and district legislation governing identification, instruction, assessment, and reclassification of English Learners. The school complies with all legal and procedural requirements related to serving ELs and ensures that students receive appropriate instructional supports.

Westwood follows **LAUSD procedures** for initial identification, parent notification, assessment, and placement of English Learners. Program placement is standardized districtwide to promote **consistency, equity, and transparency**, while remaining responsive to individual student needs and family preferences. Families are provided clear information regarding instructional program options so they may make informed decisions about their child’s education.

LAUSD offers a range of instructional program options designed to meet the diverse linguistic and academic needs of English Learners. All program options:

- Provide access to a **full, standards-aligned curriculum**
- Include **appropriate scaffolds and linguistic supports**
- Ensure ELs with disabilities have equal access to programs consistent with their **IEPs**
- Allow ELs equal access to **GATE and enrichment opportunities**
- Do not exclude students based solely on English language proficiency

### **English Learner Program Options at Westwood**

Westwood Charter School currently offers two instructional program options for English Learners, delivered by general education teachers at each grade level. Program offerings may be adjusted based on **enrollment patterns and parent interest**.

#### Structured English Immersion (SEI)

The goal of the **Structured English Immersion (SEI)** program is to accelerate English language development while ensuring access to grade-level content so that students can successfully transition to a Mainstream English program.

Students identified as “**less than reasonably fluent**” in English are placed in SEI unless an alternative program is requested by the parent or guardian. Instruction includes:

- **Designated ELD** aligned to ELD standards
- **Integrated ELD** embedded within grade-level core instruction
- Differentiated and scaffolded instruction delivered in English
- Strategic use of **primary language support for clarification** as appropriate

The SEI program is designed to minimize academic gaps while students are developing proficiency in English and to support timely progress toward reclassification.

#### Mainstream English Instructional Program

The **Mainstream English** program supports English Learners who have transitioned from SEI or whose families have opted into mainstream instruction. The goal is to ensure continued progress toward **English language proficiency and grade-level academic achievement**.

Students in this program receive:

- Differentiated and scaffolded instruction aligned to ELD and content standards
- Ongoing linguistic supports during core instruction
- Monitoring to ensure readiness for and success following reclassification

This program also supports **recently reclassified students**, ensuring their academic and linguistic performance remains comparable to that of their English-proficient peers.

All mandated **instructional minutes** for Designated and Integrated ELD are delivered in accordance with district policy across both programs.

### **Monitoring, Evaluation, and Continuous Improvement**

Westwood is committed to the ongoing monitoring and evaluation of its English Learner programs to ensure **fidelity of implementation and effectiveness**. Teachers and administrators regularly review student outcomes for ELs, Long-Term English Learners (LTELs), and recently reclassified students using multiple measures, including **ELPAC data, classroom assessments, grades, and progress monitoring tools**.

Grade-level teams engage in structured discussions of student work and performance to:

- Identify instructional strengths and areas for growth
- Refine feedback practices
- Strengthen use of observational and instructional frameworks

Instructional practices are examined using tools such as:

- Teaching and Learning Framework (TLF)
- ELD observation tools
- SDAIE and access-to-core instructional protocols

Professional development priorities are identified based on student performance data, with additional support requested from the **Local Educational Service Center (LESC)** as needed.

### **Accountability for Implementation of Instruction**

#### Teachers

Teachers are responsible for implementing English Learner instruction with fidelity and consistency. Teachers will:

- Implement **Designated ELD** using the LAUSD ELD Frame of Practice and Central Office guidance
- Foster academic discourse through constructive conversations, complex text, and structured opportunities for language output
- Deliver **Integrated ELD** during core instruction, with clearly articulated **content and language objectives**
- Utilize LAUSD high-impact instructional practices and research-based scaffolds
- Attend required professional development and PLC meetings
- Monitor student progress toward ELD benchmarks
- Refer students to **SSPT** when progress is insufficient and implement SSPT recommendations
- Maintain regular communication with families regarding student progress
- Maintain organized systems to track individual student language growth over time
- Support accurate record-keeping and parent communication

### Principal

The Principal ensures high-quality implementation of EL programs and instructional coherence by:

- Supervising classroom instruction for both content and pedagogy
- Providing leadership to improve achievement and accelerate progress for ELs, LTELs, and reclassified students
- Conducting regular walkthroughs to monitor Designated and Integrated ELD implementation
- Evaluating program outcomes using the Teaching and Learning Framework
- Identifying, designing, and implementing targeted interventions when students do not meet progress benchmarks
- Utilizing multiple data sources to monitor program effectiveness

TSP Coordinator

The TSP Coordinator supports program coherence and instructional capacity by:

- Providing professional development aligned to the LAUSD English Learner Master Plan, including:
  - Identification and placement procedures
  - Effective Designated and Integrated ELD practices
  - Access-to-core methodologies
  - Use of ELD Assessment Profiles and the LAUSD Focus Dashboard
  - Reclassification criteria and procedures
- Collaborating with teachers and administrators to align professional development and interventions with the **TSP Plan**
- Facilitating grade-level and department meetings to analyze EL data, review student work, and plan differentiated instruction
- Supporting peer coaching through lesson planning, observation, and reflection
- Monitoring language status, assessment results, and reclassification progress for assigned LTEL students
- Convening and participating in **SSPT meetings** for students not making adequate progress

### **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.

### **Gifted and Talented Education (GATE)**

Westwood Charter School will continue to follow **LAUSD's GATE identification policies** and will reimburse the District for assessment and processing services on a fee-for-service basis. Students identified for the **Gifted and Talented Education (GATE)** program are clustered within heterogeneous classrooms to ensure access to academic peer groups while remaining fully integrated in the general education setting.

General education teachers provide **whole-class instruction at or above grade level** and intentionally **differentiate curriculum, instruction, and assessment** to meet the needs of gifted learners. Differentiation is grounded in students' individual interests,

readiness levels, and learning profiles and is implemented through **student- and teacher-initiated extensions of the core curriculum.**

A central instructional framework for gifted instruction at Westwood is **Kaplan's Icons of Depth and Complexity**, which are embedded across content areas to promote higher-level thinking. Teachers intentionally use the icons (e.g., *Depth, Complexity, Big Ideas, Patterns, Ethics, Multiple Perspectives*) to:

- Extend grade-level content
- Deepen conceptual understanding
- Promote analytical thinking, synthesis, and transfer of learning

Gifted instruction emphasizes **critical thinking, creative problem solving, and intellectual risk-taking**, while maintaining strong alignment to content standards and subject matter mastery.

Teachers use **differentiated instructional strategies** such as flexible grouping, inquiry-based learning, problem-based tasks, and independent or small-group investigations. **Differentiated rubrics** are employed to assess advanced levels of understanding, application, and analysis, allowing students to demonstrate learning at varying levels of depth and complexity while maintaining clear expectations and rigor.

The **GATE Coordinator** provides ongoing support to classroom teachers by assisting with instructional planning, differentiation strategies, and the integration of depth and complexity across the curriculum. Teachers regularly monitor student progress using multiple measures, including **IReady, curriculum-based assessments, and individual student-teacher conferencing**, to ensure both academic growth and appropriate challenge.

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

Westwood Charter School is committed to ensuring that all students receive timely, targeted support through a **Multi-Tiered System of Supports (MTSS)** designed to address academic needs and promote continuous growth. Students performing below grade level are identified through a combination of **universal screening, formative assessments, and ongoing instructional observation.**

Universal screening measures include **CORE Assessing Reading, i-Ready diagnostic and progress monitoring assessments, Eureka Math assessments, unit assessments, and teacher-created assessments, as well as assessments embedded within alternative curricula currently in use.** Data from these measures are analyzed collaboratively by classroom teachers, grade-level teams, and, when relevant, previous teachers to ensure a comprehensive understanding of student needs.

Students may also be identified through collaborative review by a multidisciplinary team that may include the **Instructional Coach, TSP Coordinator, School Psychologist, Resource Specialist, and other Designated Instructional Specialists**. Once identified, the team develops and implements a **data-driven instructional plan** tailored to the student's specific skill gaps and learning profile.

Based on assessment data, teachers provide **explicit, differentiated instruction** focused on targeted skills. Within the general education classroom, instructional models and curriculum supplements allow students to access grade-level content while receiving instruction at an appropriate level of challenge and support.

Teachers deliver **multi-tiered small-group instruction and interventions** using a range of research-based programs and materials, including **M-CLASS lessons, Explode the Code, sight word practice, UFLI, and 95% Group Materials, Expressions review lessons, leveled readers, Read Naturally, Practice Readers, Burst lessons**, and other evidence-based instructional strategies.

**Flexible grouping** is used to provide targeted Tier II and Tier III instruction for students below grade level. These groups are reviewed and adjusted regularly based on progress-monitoring data to ensure instruction remains responsive and effective. Teachers provide **individualized reading support**, daily targeted practice, fluency development, pre- and post-instruction review, and structured instructional games and activities to reinforce skill development.

Teachers supporting Tier II and Tier III students collaborate closely with support staff and utilize the **Student Support and Progress Team (SSPT)** process to design, implement, and monitor highly targeted interventions. This collaborative process ensures alignment between classroom instruction, intervention services, and additional supports.

Student progress is monitored regularly using multiple measures, including **i-Ready reports, i-Ready progress monitoring, Curriculum-Based Measurements, DRA, CORE Assessing Reading, and Running Records**. Teachers meet consistently in collaborative team settings to review data, track student growth, and adjust instruction and interventions as needed to support ongoing improvement.

### **Socioeconomically Disadvantaged**

Westwood Charter School is committed to ensuring that the academic, social, and basic needs of **socioeconomically disadvantaged students** are met within an inclusive and supportive learning environment. Students are identified using **Home Income Forms** and other applicable indicators, in accordance with district and state guidelines.

Students identified as socioeconomically disadvantaged are provided with **necessary instructional supplies, materials, and access to programs** to ensure full participation in the educational program alongside their peers. Within the classroom, teachers offer additional academic supports, including **lending libraries** that provide

students with access to high-quality reading materials for use at home with their families.

Teachers regularly communicate and partner with families to share **individualized strategies and resources** that support learning at home. This collaboration helps strengthen the home–school connection and promotes continuity of learning beyond the classroom.

At the community level, Westwood provides **additional supports and opportunities** to ensure equitable access to the full school experience. These supports include **complimentary or reduced-cost access to school events**, as well as **scholarships or financial assistance for field trips and enrichment programs**, so that financial circumstances do not limit student participation.

Teachers monitor the academic progress and well-being of socioeconomically disadvantaged students through **ongoing classroom assessments, attention to basic needs, and consistent communication with families**. This holistic approach ensures that barriers to learning are identified early and addressed through targeted support and collaboration.

### **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 Individuals with Disabilities Education Act (“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 provided 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 eligibility.

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 shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or decline to assess with an appropriate Prior Written Notice Letter. The District Affiliated Charter School may hold a SSPT meeting with the parent within 15 days to discuss the request in light of student records, available data, and student performance, but must still meet the statutory timeline for the assessment request. The District Affiliated Charter School may provide general education interventions through the SSPT process whether the special education assessment is conducted or not. If parent/guardian wishes to forgo the SSPT meeting, the District Affiliated Charter will develop the assessment plan, as noted above.

The LAUSD assessment plan describes the types of assessments that may be used to discuss potential eligibility of students for special education instruction and services at an IEP meeting. 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 met 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 pursuant to an IEP.

**e. Least Restrictive Environment**

The District Affiliated Charter School will ensure students with disabilities are served in the least restrictive environment as required by law. 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. Non-Discrimination**

The Charter is committed to complying with applicable laws, regulations, and policies regarding nondiscrimination. The Charter will conduct outreach activities to attract and enroll students, including students with mild to severe disabilities, that is diverse and comparable with resident schools with similar demographics with the goal of 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 typically developing 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 Federal and State laws and District policies and procedures.

**h. Student Discipline**

The District Affiliated Charter School will ensure that it complies 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 align with District 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 team meeting 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 determines 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 a respondent. Whenever possible, the District and the District Affiliated Charter School shall work together to resolve the matter at an early stage (informal resolution session 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**

Westwood Charter School is committed to meeting the academic, social-emotional, and basic needs of all students, including those in identified subgroups such as **Foster Youth** and other vulnerable student populations. These students are provided with the appropriate supplies, materials, and supports to ensure equitable access to the same high-quality educational opportunities as their peers.

Westwood employs a **full-time Psychiatric Social Worker** who provides targeted support to students through **individual counseling, small-group interventions, and classroom-based group sessions**. These services are designed to support student well-being, promote understanding and inclusivity, and strengthen social-emotional skills across the school community.

Within the classroom, teachers provide additional academic resources and supports, including **lending libraries** that allow students to access reading materials outside of the school day. Teachers also maintain regular communication with parents and guardians, meeting as needed to share **individualized strategies and resources** that support learning and well-being beyond the classroom.

At the school and community level, Westwood offers a range of supports to reduce barriers to participation, including **complimentary access to school events and scholarships or financial assistance for field trips and enrichment programs**. These efforts ensure that all students can fully participate in the academic and community life of the school.

Teachers monitor student progress through **ongoing classroom assessments**, attention to students' basic needs, and consistent communication with families and guardians. This coordinated approach ensures that academic progress, social-emotional well-being, and access to supports are continuously monitored and addressed.

### **Sharing Promising Practices**

Westwood Charter Elementary's instructional program is grounded in community, experiential learning, and student leadership. Our promising practices intentionally develop academic excellence, social-emotional growth, and civic responsibility while honoring the developmental needs of the whole child.

### **Multi-Age Instruction and Leadership Development ( $\frac{4}{5}$ Model)**

Westwood's multi-age 4th/5th grade classroom structure is a cornerstone of our instructional model. These groupings promote leadership, empathy, and collaboration, as older students naturally assume mentoring and teaching roles. Fifth-grade students

guide peers academically and socially, modeling responsibility, patience, and positive communication. This structure also promotes tolerance and understanding, as students learn alongside peers with varying academic levels, learning styles, and individual needs.

Elective offerings further support  $\frac{4}{5}$  students' transition to middle school by fostering independence, self-advocacy, and organizational skills while exposing students to varied interests and enrichment opportunities.

### Schoolwide Community Building & Positive Behavior Systems (PAWS)

The PAWS program is a student-centered framework that emphasizes positive behavior, accountability, and care for the school community. Through PAWS assemblies, PAWS student leadership opportunities, and classroom implementation, students take ownership of maintaining a respectful, inclusive learning environment.

Upper-grade students, particularly in the  $\frac{4}{5}$  classrooms, actively model PAWS expectations for younger students, reinforcing shared values schoolwide. Students learn to redirect one another positively, remain on task, work collaboratively, and demonstrate compassion and teamwork across settings.

### Cross-Age Partnerships and “Little Buddies”

Westwood intentionally builds cross-age relationships through structured “Little Buddies” partnerships. These include reading buddy programs pairing TK/Kinder students with  $\frac{4}{5}$  students and partnerships between 1st and 3rd grades. Older students serve as mentors, reading partners, and role models, while younger students gain confidence, literacy support, and a sense of belonging.

TK/K and  $\frac{4}{5}$  students also engage in shared crafts, activities, and leadership lessons focused on teaching younger students how to lead, support peers, and demonstrate positive role modeling. These partnerships strengthen school culture and reinforce leadership skills across grade levels.

### Social-Emotional Learning: Circles, Harmony, and Council Time

Weekly Circle, Harmony, and Council time are embedded into classroom routines to support social-emotional learning and community building. These structured discussions focus on developing empathy, active listening skills, trust, and strong peer relationships.

Westwood partners with Maple Counseling to enhance these practices, providing professional support and guidance to deepen the impact of restorative practices and emotional development. Additionally, the school engages families through quarterly evening parent-student-teacher circles, paired with collaborative craft activities, further strengthening relationships between home and school.

## Experiential and Interactive Learning

Westwood prioritizes experiential learning across content areas. In social studies, students participate in interactive simulations such as historical role-playing, student-created museums, mock post offices, and elections. These experiences deepen understanding and engagement while reinforcing critical thinking and communication skills.

Science instruction emphasizes hands-on investigations and inquiry-based learning. Curriculum-connected field trips—such as visits to museums, outdoor science centers, and programs like Revolutionary Voyage—extend learning beyond the classroom and connect academic content to real-world experiences.

## Charter Focus on History, Citizenship, and Service Learning

Westwood’s charter focus on history provides a strong foundation for lessons in global citizenship, community building, and civic responsibility. Through integrated social studies instruction and service-learning projects, students learn what it means to be active, thoughtful members of their local and global communities.

## Student Voice, Writing, and Project-Based Learning

Instruction at Westwood emphasizes student agency through writing workshop models, peer and teacher conferencing, and student-led learning experiences. Students engage in interdisciplinary, project-based units that integrate science, social studies, math, and literacy.

Teachers and students collaboratively generate units, assessments, and projects aligned to curriculum standards while allowing for student choice and leadership. Projects are student-driven, inquiry-based, and reflective of authentic learning outcomes.

## Family Engagement and Community Partnership

Westwood benefits from strong parent engagement and partnership. Over 400 active registered volunteers support classrooms, school events, and enrichment programs. Parent work parties contribute to campus upkeep and community pride.

Families also raise funds to support additional classroom staff, reducing student-to-adult ratios, and to provide expanded enrichment opportunities during and after the school day.

Family-centered events such as Science Slam, Bedtime Story Jam, Halloween Hoot, Jog-a-Thon, Kids Heart Challenge, Family Movie Night (Fam Fest), Shin Dig Square Dance with historically themed games, and Family Heritage Week strengthen school culture and reinforce learning beyond the classroom.

## **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 in 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.

As an affiliated charter, Westwood’s student achievement shall be measured in the same manner as any elementary school that is part of the LAUSD using SBAC as a measure to determine growth and proficiency. Westwood will monitor and measure student progress toward mastery of state standards using both formative and summative assessments.

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

Westwood Charter School will administer the **Smarter Balanced Assessments (SBAC)**, or any other state-required assessments, to students in **grades 3–5** (or additional grade levels as required by the State) to measure student mastery of grade-level standards. **Fifth-grade students** will also participate in the **California Science Test (CAST)**. Student achievement will be measured by the percentage of students scoring at the **Proficient (Standards Met)** and **Advanced (Standards Exceeded)** levels on these assessments.

Throughout the school year, teachers analyze **interim assessment data, classroom work, and teacher-created assessments** to monitor student progress and inform instructional decision-making. Both formal and informal assessment practices—including **individual reading, writing, and math conferences, portfolios, and exit-ticket strategies**—are used to help students understand their strengths and areas for growth in relation to the **California State Standards**.

These assessment practices also provide teachers with actionable data to adjust instruction, provide targeted supports, and extend learning as needed. The **LCFF State Priorities tables included in Element 1 of this petition** outline student performance targets by subgroup and serve as the benchmark for monitoring progress and accountability.

### **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 for paying all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

As an affiliated charter, Westwood Charter School utilizes **district-adopted and state-aligned assessments** as required by LAUSD. **TRC, i-Ready diagnostics and progress monitoring, and Interim Assessment Blocks (IABs)** serve as key formative assessment tools and are administered **at least three times per year** in the appropriate course or content area. District assessment results are accessible through platforms such as **MyData, mCLASS/TRC, i-Ready, and CAASPP**.

Westwood employs a **comprehensive and balanced assessment system** to monitor student progress toward mastery of grade-level standards. Assessments are administered regularly across all academic areas and include a variety of measures such as:

- Publisher-provided assessments
- Teacher-developed assessments
- Portfolio assessments
- Writing samples based on structured prompts
- Performance tasks and demonstrations
- Rubric-scored projects and presentations

In addition to district and sitewide assessments, teachers utilize a broad range of **diagnostic and progress-monitoring tools** as needed to inform instruction. Teacher-selected assessments vary by grade level and instructional program and are aligned to curriculum and standards. (A complete list is available in the Curriculum Charts within the School Handbook.)

## **Assessment Tools by Grade Span (Representative Examples)**

### **Kindergarten**

- Letter Name and Sound Assessments
- High-Frequency Sight Word Assessments (e.g., Fry, Dolch)
- Writing Benchmarks and Portfolios
- Student Conferences
- Teacher-Created Language Arts and Math Assessments
- Phonics and Word Study Assessments (e.g., Fountas & Pinnell, Words Their Way)
- Reading and Writing Workshop Conferences
- Bridges Yearlong Skills Assessment
- TRC Reading
- CORE K–12 Math Assessments

## **Primary Grades (Families 1–2)**

- TRC Reading and Informal Reading Assessments
- Running Records for Progress Monitoring
- Developmental Reading Assessment (DRA)
- CORE Phonics and High-Frequency Word Surveys
- San Diego Quick Assessment
- Writing Benchmarks and On-Demand Writing Assessments
- Spelling Inventories, Dictation, and Word Study Assessments
- Teacher-Created Math Assessments (including Math Expressions)
- Timed Math Fact Quizzes (e.g., Mad Minute)
- Teacher-Created Science and Social Studies Assessments
- Science Journals and Comprehension Checks
- Exit Tickets and Student Conferences

## **Intermediate Grades (Families 3–5)**

- i-Ready Diagnostics and Progress Monitoring (ELA and Math)
- CORE Reading Fluency, Vocabulary, and Comprehension Measures (e.g., DAZE, MASI-R)
- TRC and/or DRA Oral Reading Assessments
- LAUSD Interim Assessments (Smarter Balanced and IABs)
- Writing Benchmarks and On-Demand Writing Assessments
- Classroom Oral Presentations and Portfolios
- Published Textbook Assessments (e.g., Math Expressions, EngageNY)
- Timed Math Fact Quizzes and Unit Benchmarks
- Teacher-Created Unit Assessments in Math, Science, and Social Studies

- Project-Based Assessments and Culminating Unit Projects
- Embedded and End-of-Unit Science Assessments (e.g., FOSS, Mystery Science)
- Science Journals

Assessment data is reviewed regularly by teachers and grade-level teams to monitor student progress, identify instructional needs, and adjust instruction accordingly. This comprehensive assessment system supports **data-informed decision-making**, instructional differentiation, and continuous improvement across all grade levels.

## DATA ANALYSIS AND REPORTING

Westwood Charter School has established a **comprehensive and systematic process** for collecting, analyzing, using, sharing, and reporting academic performance and other schoolwide data. A centralized **data platform** is utilized by teachers, support staff, administrators, and school leadership to monitor student progress, inform instructional decisions, and continuously improve the school's educational program and operations.

Relevant data is reviewed and used at multiple levels, including by **classroom teachers, support personnel, school site leadership, executive leadership, and governing councils**. Educators use data to guide curriculum planning, instructional practices, and the design of **tiered interventions and enrichment opportunities**. Teachers formally collect and analyze student achievement data **mid-trimester and at the end of each trimester**, and they regularly review data during **weekly Family Meetings**, with particular attention to students requiring additional academic or behavioral support.

Teachers communicate student progress with families through **formal parent conferences**, informal meetings as needed, and, in some grade-level Families, **student-led conferences** involving students, parents, and teachers. Parents receive **three progress reports annually**, and additional academic progress monitoring notices are provided when warranted.

At the beginning of each school year, Westwood staff conducts a comprehensive review of **Smarter Balanced Assessment results** from the prior year. Teachers analyze student performance across achievement levels—**Below Standard, Near Standard, and Above Standard**—in core content areas such as English Language Arts and Mathematics. These data, combined with benchmark and beginning-of-year assessments, are used to identify **students at risk of underperformance**, students requiring targeted intervention, and students who would benefit from enrichment.

Teachers also analyze data for specific **student subgroups**, including students who previously participated in intervention programs, students with disabilities, GATE-identified students, and English Learners. This analysis informs instructional differentiation, flexible grouping, and targeted supports across the curriculum. Students identified as at risk are monitored consistently using both formal and informal measures and are provided **timely, targeted interventions**.

Assessment data also plays a critical role in shaping **professional development** at Westwood Charter School. Teachers and administrators use data to identify instructional priorities, student needs, and areas where additional resources, coaching, or training are needed to support all learners. Each year, staff often focuses on one or two priority areas of instruction to strengthen teaching practices and improve student outcomes. Professional development is aligned to the school's **constructivist, integrated, and inclusive instructional approach**, with a strong emphasis on social science–based learning.

Westwood is committed to transparency and stakeholder engagement in sharing school performance data. Information is communicated through multiple avenues, including the **School Report Card, California School Dashboard, Principal's Coffees, and School-Based Management meetings**, ensuring that families and community members remain informed and engaged in the school's continuous improvement efforts.

### **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

#### **Composition of the Council:**

Teacher Members	Total	Definitions
Teacher Representatives	6	To be elected by the credentialed teachers employed at the school, may be self-nominated
Staff Members		
Principal	1	Automatic Member
Other Staff Representative	1	To be elected by other non-teaching staff employed at the school, may be self-nominated
Parent Members		
Parent Representatives	4	Shall be elected from and by parents whose children are enrolled in the school; may be self-nominated.

#### **Duties of the Council:**

### **Compliance, Governance, and Policy**

- Ensure compliance with applicable District guidelines
- Amend and revise **Council bylaws**, as necessary

### **Planning, Accountability, and School Improvement**

- Monitor, support, and assist in the development, implementation, and evaluation of **site-based plans**, including:
  - The **Local Control and Accountability Plan (LCAP)**
  - The **Targeted Student Plan (TSP)**
  - The **Cultural Arts Plan (CAP)**
  - **Prop 28 Arts Plan**
- Review schoolwide data to evaluate progress toward academic, social-emotional, and operational goals

### **Curriculum and Instructional Oversight**

- Oversee and evaluate the effectiveness of the **school's curriculum, instructional programs, and assessment systems**
- Support continuous improvement efforts aligned to student achievement and equity goals

### **Fiscal Oversight**

- Support **fiscally sound budgeting practices**
- Monitor and support the appropriate use of **public funds and private donations** in alignment with approved plans

### **Personnel and Committee Functions**

- Participate in the **interview and selection of personnel** through the Council's Hiring Committee, as appropriate
- Establish, monitor, and evaluate the effectiveness of **Council committees** to support school priorities

### **School Operations and Scheduling**

- Review and support the development of **school schedules, activities, events, policies, and procedures** consistent with District guidance

### **Stakeholder Engagement and Communication**

- Facilitate communication and collaboration among **students, families, staff, and administrators**
- Strengthen partnerships between the school and the **broader community**
- Promote transparency and shared decision-making

### **Leadership and Continuous Improvement**

Foster **collaboration, innovation, consensus-building, and problem-solving** to support the school's mission and goals

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**

To develop the school's **Local Control and Accountability Plan (LCAP)**, Westwood Charter School convenes **two informational meetings** as part of its Site/Governance meeting agendas each year, typically in **March and April**. During these meetings, the Principal provides an overview of the **Local Control Funding Formula (LCFF)** and the LCAP development process. Meeting notices and materials are shared through the school's **newsletter and email communication system**, and staff receive the same information during scheduled staff meetings.

These sessions include an overview of the **eight LCFF State Priorities**, the local development process, and the District review and approval cycle. The school also explains how the LCAP is intentionally aligned to the **school's charter** and the

**Targeted Student Population (TSP) Plan**, which together identify schoolwide goals, areas of need, and corresponding actions and expenditures.

To support informed discussion, the school presents data aligned to the State Priorities, including **attendance, suspension rates, English Learner progress and reclassification, academic performance in English Language Arts and Mathematics, and parent engagement metrics**. Drawing on stakeholder input gathered through TSP updates, budget discussions, and LCAP meetings, the school leadership team drafts a proposed LCAP using the required state template, ensuring coherence across all planning documents.

The proposed LCAP is then presented and discussed at a **weekly staff meeting** and with the **School-Based Governance** to gather additional feedback. Meaningful oral and written input is received from both staff and parents. As a final step, the school leadership presents the revised LCAP to the School-Based Governance Council for **review and approval** prior to submission to the District for **LAUSD Board of Education** consideration and approval.

Over the next five years, Westwood will continue to strengthen its **collaborative and effective School-Based Governance structure**. The following goals, developed jointly by parents and staff, guide this ongoing work:

- Maintain structures that promote collaboration among **SBG, WISE (the parent organization), and staff**
- Adhere to clearly defined scopes of decision-making authority related to school operations
- Maintain effective communication channels to support informed decision-making among faculty liaisons, the SBG Chair, and the WISE President
- Promote collaboration and shared leadership among all stakeholder groups
- Increase community participation on the SBG Council

### **Ongoing Stakeholder Engagement and Communication**

Parents and stakeholders are provided with **multiple, meaningful opportunities** to engage in the school community and governance. Parent participation in school governance continues to grow, supported by ongoing outreach and transparent communication.

Parents are invited to attend monthly **Principal's Coffee** meetings, where the Principal shares school updates—often time-sensitive—and concludes each session with an open **question-and-answer forum**. Information shared during these meetings is posted on the school website to ensure access for families unable to attend in person. Parent feedback regarding both the content and format of these sessions has been consistently positive.

Parents also participate as volunteers in classrooms and school programs. All ongoing volunteers are processed through the **district volunteer application system** to ensure compliance and student safety.

Concerns, questions, and feedback from parents, students, and community members are welcomed through multiple channels, including:

- The school's main office
- A contact form on the school website
- A readily available **general communication form** at the main office counter
- Direct email access to the Principal, APEIS, Coordinators, and Title IX support staff

Students have access to a parallel system through a "**Positive Solutions**" form, which allows them to raise concerns or propose solutions. A Student Council committee, supported by a lead teacher, reviews submissions and determines appropriate actions. This committee presents solutions to individual classrooms or the entire student body during monthly **PAWS Assemblies**, as appropriate. Students may also communicate confidential concerns directly to the Principal or support staff.

Clear, consistent communication is foundational to transparency at Westwood Charter School. The school maintains a robust and regularly updated website, sends **weekly and stand-alone email communications**, and uses the campus marquee to share important information. The school intentionally **frontloads information** to support stakeholder understanding of school initiatives and their connection to student achievement.

The Westwood community is built on **collaboration, responsiveness, and trust**. Staff members are committed to addressing stakeholder concerns and providing clear information related to curriculum, instructional practices, operational systems, and district policies, ensuring that all stakeholders remain informed, engaged, and empowered partners in the school's success.

## **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"), the Americans with Disabilities Act, 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 a 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.

## **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. Emergency Preparedness Plans should include considerations and planning for students with special needs, including but not limited to those with medical, physical, communication, and/or intellectual disabilities. 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 state laws and 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, as applicable. Charter School will ensure that students with individualized education programs (“IEPs”) will continue to access their IEP special education program and related services, regardless of vaccination status. 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 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, District policy, and the terms of this Charter.

### Student Recruitment

Westwood Charter School implements a **comprehensive and inclusive student recruitment plan** designed to inform families about enrollment opportunities and ensure broad access to the school community. Recruitment efforts include the annual **Kindergarten Conversation**, an **on-campus Open House** for prospective Transitional

Kindergarten (TK) and Kindergarten families, and ongoing outreach through the school **marquee, website, and printed materials.**

Recruitment information is distributed widely, including through flyers shared with the current school community, **communities serving socioeconomically disadvantaged families**, and neighborhoods with a history of lower academic performance. To expand outreach, Westwood partners with a range of **community-based organizations throughout Los Angeles**, including, but not limited to, **Crenshaw United Methodist Church, Crenshaw Church of Christ, West Angeles Church of God in Christ, Challenger Boys' & Girls' Club, Boys' & Girls' Club of North Hollywood, and Boys' & Girls' Club of Venice.**

Prospective families are encouraged to visit the campus, and information regarding **school tours** is clearly posted on the school website. In recent years, Westwood has expanded and enhanced its online presence, improving website navigation and increasing the availability of enrollment-related information to ensure accessibility and transparency for families.

While outreach efforts are broad and intentional, the majority of applications continue to come from families who learn about Westwood through **word-of-mouth referrals**, reflecting strong community trust and satisfaction with the school's program.

## **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<sup>1</sup>) 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.

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<sup>1</sup> 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.

## **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-5th 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-5th 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 library, 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, a lottery will be held in the school library, February 23, 2026, 8:30am.

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, 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)(l).)***

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 District 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 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 applicable 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 the student’s Section 504 plan?

## **NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE**

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School 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.



- 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. If the charter school leases or rents its facility from a related party or subsidiary, as identified in its audited financial statements according to generally accepted accounting principles in the United States, or owns its facility, the charter school shall include a statement describing its plans for the use of the facility in its final audit.” (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.

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 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), can apply for 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).)