LOS ANGELES UNIFIED SCHOOL DISTRICT

PALISADES CHARTER ELEMENTARY

April 15, 2015

800 Via de La Paz, Pacific Palisades, CA 90272

TERM OF CHARTER

JULY 1, 2015 TO JUNE 30, 2020
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ASSURANCES AND AFFIRMATIONS

Palisades Charter Elementary School (Also referred to herein as “Palisades Charter Elementary” ”District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).


- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).
NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
ELEMENT 1 – THE EDUCATIONAL PROGRAM¹

GENERAL INFORMATION

- The contact person for Charter School is Joan Ingle, Principal.
- The address of Charter School is 800 Via de la Paz, Pacific Palisades, CA 90272.
- The phone number of Charter School is 310-454-3700.
- Palisades Charter Elementary located in Los Angeles Unified School District ("LAUSD" or "District") Board District 4 and Educational Service Center West.
- The grade configuration of Charter School is K - 5.
- The grade level(s) of the students in the first year will be K-5.
- The scheduled 2015-2016 opening date of Charter School is August 18, 2015.
- The current operational enrollment capacity of Charter School is 549 for all District affiliated charter schools, the District determines each school's 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).
- The type of instructional calendar will be: Traditional
- The term of this charter shall be from July 1, 2015 to June 30, 2020.

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Since the inception of its charter, Palisades Charter Elementary has established itself as a pillar of strength within its local community and all of LAUSD. As part of LAUSD, Palisades Charter Elementary's vision is to provide students with a school environment that allows them to become successful life-long learners that are college and career ready. Palisades Charter Elementary' goals are: graduation rates of 100%, academic proficiency for all students, 100% attendance, increased parent and community engagement, and total student safety. Palisades Charter Elementary has become a role model for the successful implementation of the intent of the charter and for new affiliated charter schools generally, as well as for providing its community with an academically high-achieving school that meets the needs of all members of its student population. Palisades Charter Elementary' success is due to:

- Exceptionally high academic achievement, as reflected by its test scores
- Professional development workshops focused on continuous improvement in academic teaching strategies and the social-emotional development of the elementary school student;
- Collaborative and Distributive leadership among all stakeholders;
- Long standing parent involvement in all areas of Palisades Charter Elementary' governance, curriculum, professional development, budgeting, programs, fundraising, and community outreach;
- Successful integration of students from special education, and racially, ethnically and socio-economically diverse backgrounds;
- An innovative positive school wide behavior program called Tribes;
- Palisades Charter Elementary is celebrating its 93rd anniversary this year and is amongst the oldest elementary schools in the city.
- The school is housed inside an historic building and has one of the few bell towers in LAUSD.
- The Palisades Charter Elementary coordinates professional development with neighboring LAUSD ELEMENTARY schools and has on going articulation conversations between the elementary schools and the middle school and between the middle school and high school to create a cooperative, communicating complex of high performing schools.
- Palisades Charter Elementary uses a school-wide governance plan which delivers and supports

¹ Provisions pertaining in this element related to decision making and implementation of professional development, budget authority, committees, technology, curriculum, etc., must comply with all applicable collective bargaining agreements or approved waivers.
curriculum, encourages and welcomes parent involvement, recruits and selects staff, enrolls students from throughout Los Angeles via the lottery, and has the flexibility to implement new and innovative instructional programs designed to improve student achievement and match our students’ demographics.

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**Palisades Charter Elementary History**

By PAMELA and BILL BRUNS

Palisades High School gained charter school status in 1993, but the groundwork for this pivotal breakthrough came in the spring of 1988, when two local parents launched the Palisades Education Complex.

Pam Bruns, then a parent at Palisades Elementary and Paul Revere Junior High, and Karen Stone, a parent at Revere, had the fundamental idea that if all the Palisades public schools could join together they would have a louder voice. Bruns and Stone invited teachers and parent leaders from PaliHi, Paul Revere, and the feeder elementary schools to a breakfast meeting at Mort's Deli, and the Palisades Education Complex was born.

The Complex had three goals: articulate local school options for improved stability and predictability; assert the right to develop long-range Kindergarten through 12th grade instructional plans; and assure the provision of resources for implementing and maintaining those plans. The group then organized candidate forums and public meetings with educators, legislators and others to broaden the knowledge and influence of the Palisades school community.

"By organizing as a complex of schools to communicate important issues, share resources, and participate in shared decision-making, we were able to more quickly take advantage of new District school reform measures," Bruns said. She recalled that when school charters were first approved by the State Assembly in all 1992, "then-Assemblyman Terry Friedman called me from his car phone and said, 'This legislation was made for the Palisades Complex.'"

Working closely with Merle Price, the new principal at PaliHi in 1992, dedicated parents, teachers and administrators at four Complex schools (Revere elected not to participate) started immediately to work on their joint charter application--a rigorous, six-month process. Assisted by Assemblyman Friedman, the Complex leadership submitted a proposal that was approved (5-2) by the Los Angeles Board of Education in June 1993.

Two years later, these four charter schools petitioned the board to create a K-12 continuum by adding Paul Revere Middle School, plus Topanga Elementary, Kenter Canyon Elementary and Temescal Canyon School. This became the first K-12 charter complex in the nation.

Prefacing the board's ultimate unanimous vote, board president Mark Slavkin reiterated his long-held support of the Palisades school complex. "I think this is an historic moment for this board…to show a thoughtful and positive way that can be achieved right now to provide meaningful local control, without duplicating bureaucracies, without creating new levels of government but really endorsing the kind of energy and enthusiasm we see in the Palisades," he said.

"It is very difficult to get buy-in from the variety of school communities behind a common vision, but that is what the Palisades has been able to achieve," Slavkin continued. “I think this is something that we ought to reward and encourage and hold up as a model for other school communities to follow.”

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**STUDENT POPULATION TO BE SERVED**

Palisades Charter Elementary is a K-5 elementary school serving students representing various cultural and ethnic groups. As of fall 2014, Palisades Charter Elementary School has a population consisting of 518 students. Our demographic projections include: African- American 2%, Asian 10%, Filipino 1%, Hispanic 9%, White 78%, and English Language Learners 3%. The school currently houses one special day program. Currently 10% of our students in grades 3 - 5 are qualified as GATE in grades 3-5. Approximately 19 - 20% of our students live outside our local 90272 zip code. The school was recognized as a California Distinguished School in 2006. Palisades Charter Elementary has been operating as a LAUSD Affiliated Charter school since its original charter was granted in 1993. Our largest subgroup of
students are the subgroup, Gifted and Talented designation.

According to LAUSD’s School Report Card for Palisades Charter Elementary (2014) has 518 students currently who are:

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<thead>
<tr>
<th>Percentage</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2%</td>
<td>African American</td>
</tr>
<tr>
<td>2%</td>
<td>Native American</td>
</tr>
<tr>
<td>10%</td>
<td>Asian</td>
</tr>
<tr>
<td>0</td>
<td>Filipino</td>
</tr>
<tr>
<td>8%</td>
<td>Latino</td>
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<tr>
<td>0</td>
<td>Pacific Islander</td>
</tr>
<tr>
<td>74%</td>
<td>White</td>
</tr>
<tr>
<td>10%</td>
<td>Gifted And Talented Education (GATE)</td>
</tr>
<tr>
<td>9%</td>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>3%</td>
<td>English Learners</td>
</tr>
<tr>
<td>25%</td>
<td>Reclassification Rate (11 of 23)</td>
</tr>
<tr>
<td>7%</td>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td>0</td>
<td>Students with 96% or higher attendance</td>
</tr>
</tbody>
</table>

Palisades Charter Elementary will continue to serve as a model for reform as an affiliated charter for other types of autonomy choices within LAUSD and as a viable option to schools choosing the independent step. We value our site-based autonomy to continue to improve our educational program to meet the unique needs of our current 21st century students. We seek opportunities to collaborate within the District. Palisades Charter Elementary strives to investigate innovative instructional strategies and new researched based educational reforms to educate our students in a Common Core State Standards (CCSS)-aligned curriculum, based upon their demonstrated demographic needs. As a District-Affiliated charter, Palisades Charter Elementary is able to provide the resources necessary to prepare our students for the demands of the 21st century, and shall continue to have the autonomy to receive our available state and local funds through the District (as a block grant allocation) as long as the state so deems. Palisades Charter Elementary shall use such funds according to the needs of our students with the oversight of the school-based Governing Council, which represents the interests of our students.

Palisades Charter Elementary will continue to serve the communities and families identified during the initial years of our charter; first and foremost our traditional attendance area.

- Additionally, as a CAP receiver school, we continue to have students from Union and West Vernon as a part of our previous charters and LAUSD integration standards. The District provides transportation for these students.
- The historic and continuing success of the Palisades Elementary educational programs over the past twenty years has been based upon the ability of our Palisades community, as well as the faculty and parents across our local area school community, to work together to create an environment in which all students can learn. Palisades Charter Elementary will continue to challenge itself to further improve and enhance the educational opportunity for all children.
Within the comparison data, of Palisades Charter Elementary, the CDE and the School Report card 2014 at an achieving status. While we have remained in the 900s in our API scores, Palisades Charter Elementary has a large percentage of special education students calculated into the API and AYP statewide rankings.

Additionally, the data provided by CALPADS annually validates that Palisades Charter continues to hold steady at zero suspensions. In order to be considered an “Excelling” school, as our need to reduce suspension rate is not applicable, we aim to maintain our high student achievement and growth and maintain our suspension rate at zero over the last few years since our last renewal.

The CALPADS data above confirms our CST and AYP status and shows Palisades Charter Elementary in comparison/similar schools as listed by CDE. Palisades Elementary Charter’ data provides by this confirms the following findings at 100% with 88% of our students at proficient & advanced in ELA and 90% in math.
**GOALS AND PHILOSOPHY**

**Mission and Vision**

**MISSION:** Palisades Charter Elementary is dedicated to academic excellence, an appreciation of the arts, and the promotion of positive social awareness.

**VISION:** Palisades Charter Elementary will provide excellence in education in an innovative, supportive and socially respectful environment.

**BELIEFS:** Palisades Charter Elementary believes that a successful school:
- Nurtures and encourages every child to learn
- Fosters high expectations for all learners
- Emphasizes the process of learning
- Encourages innovation in teaching and learning
- Assures a safe and respectful environment
- Acknowledges and values every voice
- Collaborates among school, home and community
- Embraces the arts as an essential part of learning, and
- Instills a love of learning in every child

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

Participate and work productively in a multicultural, globally oriented environment

In order to prepare our students to be active participants in society, Palisades Charter Elementary provides them with a rigorous curriculum that demands higher level thinking skills. Students of all grade levels work on individual projects, cooperative assignments, and scientific experiments. All classrooms integrate field trips, both in our local community and throughout the state of California such as the fourth grade trip to Sacramento, fifth grade has gone to Catalina Island and Astro Camp in near Big Bear, which enhance and deepen student understanding of the curriculum. In order to prepare our students to be active participants in a multicultural, globally-oriented society, Palisades Charter Elementary provides students with the opportunity to participate in International Day, learn tolerance through TRIBES, student council, and cultural assemblies. Daily opportunities for multicultural awareness are embedded in the TK-5 curriculum.

Tribes is a process of learning together as a school community, which focuses on teaching students to work collaboratively, resolve conflict and learn to appreciate cultural differences. This researched based process teaches students to respect each other, assume responsibility for their actions and develop a way to resolve conflict. Tribes is not an acronym as its name was derived from the Native Americans ability to form a cohesive community.

**Use technology to its fullest potential**

We provide grade level specific technology instruction - both in the classroom and in our computer lab. Students use technology as a research tool, as a method of exploring and reviewing concepts, and as a tool to demonstrate mastery of content. Our school has developed a web site (www.palielementary.org), which is a resource for students, parents, and the community to find out relevant information about the school. Individual classrooms have established their own web pages for students and parents to access information on their specific classroom projects. Teachers collaborate often to share, explore, and receive training in new educational technology and software to ensure
enhanced student learning.

**Communicate effectively**

Teaching students to communicate both orally and in writing is an integral part of the instructional program at all grade levels. Beginning in TK, students are encouraged to participate in classroom presentations of poetry, plays, and performances. Oral language activities are woven into the Social Studies curriculum through student presentations. Written expression is a focus of instruction, both in our Language Arts program and in the other content areas. Students are given many opportunities to express themselves in creative writing across various genres. They share their work with the classroom audience and the wider audience of parents and our Palisades Charter Elementary community. In expository writing, students at all grade levels work on the writing process, beginning with pre-writing activities and proceeding through drafts to the edited final version. This work is proudly displayed in the classroom and throughout the Palisades Charter Elementary hallways. Beginning in TK, students are taught communication skills based on the four tenets of TRIBES (mutual respect, right to pass, appreciations/no put-downs, and listen attentively). Through TRIBES, students learn to communicate effectively with all students in the school and adapts to their individual and diverse learning abilities.

**Appreciate the arts**

An exposure to and appreciation of both visual and performing arts is a critical component of being an educated person in the 21st century. Visual arts are taught in the classroom with integrated core curriculum, and supplemented with our parent involvement through various art programs. Students also participate in the Arts Attack program led by their teacher, which is taught throughout the year weekly. Our allocation provided by LAUSD, gives the students Performing Arts classes and music teachers in both the lower and upper grades, which occur in the classrooms. In addition, an orchestra instrumental program after school allows upper grade students to select and learn many different instruments such as violins, flutes, piano, cello and many other orchestral instruments.

**Demonstrate social responsibility**

Students from Palisades Charter Elementary will become responsible and productive members of their community. To develop the skills of self-awareness, respect for others, and creative problem solving, Palisades Charter Elementary has embraced and implemented key strands of the TRIBES program. TRIBES is a program emphasizing restorative justice in a supportive and socially respectful school culture. Staff and students are taught a sense of belonging, valuing differences and working together cooperatively. In addition, our students participate in community service activities that may include Student Council, Green Team (our environmental awareness program), Peace Makers, monthly community service projects such as BookEnds, “Operation Shoes and Socks”, Waste Warriors, and individual classroom or grade level activities. On an annual basis, Palisades Charter Elementary is proud to state that we have been rated “highly effective” in the positive behavior rating by the ESCW Operations director, who visited and conducted the “ROI survey”.

**Social Consciousness and Respect**

As set forth in our vision statement, Palisades Charter Elementary has established and will strive continually to teach the skills and values for maintaining and enhancing a supportive, socially respectful school and greater community. The particular educational approaches and goals that Palisades Charter Elementary emphasizes in order to build social respect among its students and staff include, but are not limited to, the following:

- Providing professional development for teaching these skills and values.
- Promoting respect for and appreciation of the diversity among its students and staff.
- Helping students to understand that everyone possesses different abilities, strengths, personality traits, and life experiences.
- Fostering collegiality, cooperation and collaboration among students and staff in creating a learning environment in which everyone assumes responsibility for each student's academic progress, social adjustment and emotional well-being.
- Constructing an inclusive classroom environment in which all students are motivated to...
participate by expressing their own opinions and ideas, by sharing knowledge and information with their classmates, and listening attentively to their classmates.

- Allowing students to work together in solving academic problems and completing classroom and homework tasks, thereby enabling students to benefit from their classmates' differing thought processes and learning styles.
- Pairing upper-grade students with lower-grade students to assist with reading and other subjects during Reading Buddies.
- Facilitating classroom activities whereby all students are required to help each other and to give credit to each other as they work toward common results.
- Celebrating each student's achievements on everything from short, individual assignments to long-term, cumulative projects.
- By welcoming input at any time from students, parents and community members, the staff at Palisades Charter Elementary continuously seeks opportunities to create, develop and implement innovative programs in furtherance of Palisades Charter Elementary works diligently to maintain a supportive and socially respectful school environment.

**How the Goals of the Program enable students to become self-motivated, competent, and life-long learners.**

Palisades Charter Elementary goals align with the needs of the whole child, encouraging self-motivation and building competence to support lifelong learning. Our students consistently perform well on standardized tests; however, our curriculum is much broader than what is evaluated on the Smarter Balanced Assessment. Palisades Charter Elementary students experience an enriched curriculum that engages them as learners across multiple disciplines, including the arts.

By engaging students through multiple modalities, hands-on learning, and an extensive arts curriculum, our teachers inspire students' intrinsic motivation and build their confidence as learners. Palisades Charter Elementary teachers also have high expectations for all students, and our programs ensure that all children build the skills they need to be successful at the middle school level and beyond.

Because our students have access to passionate experts—from our classroom teachers to our enrichment specialists to our indefatigable administration team—they have role models who embody excellence, motivation, and a dedication to the joy of learning.

**How Learning Best Occurs**

Palisades Charter Elementary believes that learning best occurs in collaborative groups where students have clear expectations, are highly engaged using academic language, and are immersed in an atmosphere of academic rigor. Palisades Charter Elementary has an instructional program that is built on opportunities for students to actively participate in the process of learning through exploration and discovery. An emphasis is placed on making connections between classroom, the community and the world. Each grade level collaborates with students to generate rubrics for every project.

Palisades Charter Elementary ensures that teachers are highly engaged, knowledgeable of research-based pedagogy, and frequently reflect upon their instruction. We differentiate instruction to guarantee that students are college and career ready. On-going daily instruction is three tiered: (1) effective whole group teaching; (2) differentiated small group instruction; and (3) intensive one-on-one. Teachers go beyond the core curriculum, providing opportunities for critical, higher-level thinking and activities that delve deeply into subject areas. Palisades Charter Elementary encourages excellence in education in an innovative, supportive, and socially respectful environment. The school further believes...
that learning is enhanced by a small student-to-teacher ratio. For K through third grades, this is accomplished with the State mandated class size reduction legislation. Palisades Charter Elementary strives to provide class size reduction in grades 4 and 5. We create an environment for the achievement of Common Core State Standards by facilitating group rotations within each grade level and subject.

**Local Control Funding Formula (LCFF)**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), in accordance with District policies and procedures, as they may be amended from time to time.

### TEACHER ASSIGNMENTS AND CREDENTIALING

**STATE PRIORITY #1: BASIC SERVICES**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: the annual Williams Sufficiency documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will conduct an annual review to assure that all teachers are compliant with credentialing and assignment requirements by administration. The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.</td>
<td>The school will conduct an annual survey of Williams Compliance by the principal. A highly trained teacher will teach each student. All students in all subgroups will have appropriate materials. This includes special education and English Language learners.</td>
<td>100% 100% 100% 100% 100% 100%</td>
</tr>
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### ACCESS TO INSTRUCTIONAL MATERIALS

**STATE PRIORITY #1: BASIC SERVICES**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Annual Review</th>
</tr>
</thead>
</table>
All students will have access to the instructional materials necessary to participate in the school's programs and services in order to master the state content standards and meet academic performance standards appropriate to their respective grade levels.

The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter and will be monitored by the principal.

Annual Williams instructional materials review and certification by staff and certified by the principal.

An annual budget review and planning will be done to ensure funds are available for instructional materials by the principal and budget sub-committee. This is to include reviews of ELD and special education programs to identify and obtain all needed appropriate materials by the principal and SAA.

### FACILITIES MAINTENANCE

#### STATE PRIORITY #1: BASIC SERVICES

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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<tbody>
<tr>
<td>(identify school wide and subgroup goals as applicable)</td>
<td>Method for Measuring: Annual Review</td>
<td></td>
</tr>
<tr>
<td>Facilities Maintenance: The school will achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities.</td>
<td>Baseline 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020</td>
<td></td>
</tr>
<tr>
<td>The school will achieve and maintain an overall “good” rating or equivalent on annual review(s) of school as report in the annual facilities. And reviewed by principal and plant manager and assisted by our safety committee on a monthly basis by conducting</td>
<td>“Good” rating on annual review “Good” rating on annual review “Good” rating on annual review “Good” rating on annual review “Good” rating on annual review</td>
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classroom inspections and achieving a maintained clean and safe campus

<table>
<thead>
<tr>
<th>IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS</th>
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<tbody>
<tr>
<td>STATE PRIORITY #2</td>
</tr>
</tbody>
</table>
| ANNUAL GOALS (identify schoolwide and subgroup goals as applicable) | SPECIFIC ANNUAL ACTIONS | MEASURABLE OUTCOMES Method for Measuring: CAASSP & CELDT and/or ELPAC

<table>
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<tbody>
<tr>
<td>All</td>
<td>&gt;=1%</td>
<td>&gt;=2%</td>
<td>&gt;=2%</td>
<td>&gt;=2%</td>
<td>&gt;=2%</td>
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<tr>
<td>Foster Youth</td>
<td></td>
<td>Above benchmark proficiency levels</td>
<td>Above benchmark proficiency levels</td>
<td>Above benchmark proficiency levels</td>
<td>Above benchmark proficiency levels</td>
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<tr>
<td>Low Income</td>
<td>&gt;=1%</td>
<td>&gt;=3%</td>
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<tr>
<td>Latino</td>
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<td>&gt;=3%</td>
<td>&gt;=3%</td>
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<tr>
<td>African American</td>
<td>&gt;=1%</td>
<td>&gt;=3%</td>
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<td>&gt;=3%</td>
<td>&gt;=3%</td>
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<tr>
<td>RFEP Students</td>
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<td>&gt;=3%</td>
<td>&gt;=3%</td>
<td>&gt;=3%</td>
<td>&gt;=3%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>&gt;=1%</td>
<td>&gt;=3%</td>
<td>&gt;=3%</td>
<td>&gt;=3%</td>
<td>&gt;=3%</td>
</tr>
<tr>
<td>English Learners</td>
<td>&gt;=1%</td>
<td>&gt;=2%</td>
<td>&gt;=2%</td>
<td>&gt;=2%</td>
<td>&gt;=2%</td>
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English Language Arts: The school’s students will develop skills that enable them to access and process information in science, social studies, physical education, mathematics, humanities, language arts, and technology and maintain alignment with Common Core State Standards. CCSS

Based on the Comprehensive Needs Assessment conducted for the SPSA, AMAO 1, 2, and 3 2012-2013 results, and further analysis of recent school data, both school wide and disaggregated by subgroups. The school will meet annual AMAO 1 targets for English Learners (ELs) has identified the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to yield improved academic performance outcomes for all students, including English Learners at 5.0% decrease in 2012-2013 results.

The school will maintain, improve/increase student proficiency outcomes in English Language Arts on state standardized assessments in accordance with state targets and the charter.
The school will use the results of the CAASPP SBAC test administration each year to measure progress towards and achievement of this goal.

**Mathematics:** Based on the Comprehensive Needs Assessment conducted for the SPSA, AMAO 1, 2, and 3 results, and further analysis of recent school data, both school wide and disaggregated by subgroups, the school will and continue to identify the math instruction to improve and monitor the design and delivery of a high quality Common Core State Standards-driven educational program in order to yield improved academic performance outcomes for all students, including English Learners.

<table>
<thead>
<tr>
<th>PARENT INVOLVEMENT STATE PRIORITY #3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANNUAL GOALS</strong></td>
</tr>
<tr>
<td>(Identify school wide and subgroup goals as applicable)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>The school will increase the average percentage of parents who respond “Strongly Agree” on the following questions (Or equivalent questions) on the District’s School Report Card. (1) My child’s teachers inform me about my child’s academic progress: 68% (2) This school encourages me to participate in organized parent groups: 90% The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.</td>
<td>14%</td>
<td>15%</td>
<td>16%</td>
<td>17%</td>
<td>18%</td>
<td>19%</td>
</tr>
</tbody>
</table>
(1) My child’s teachers inform me about my child’s academic progress: 68%  
(2) This school encourages me to participate in organized parent groups: 90%

### STATEWIDE ASSESSMENTS

#### STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CAASSP</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will use the grade-level appropriate internal benchmark assessments (e.g., curriculum-based assessments, grade reports, projects, presentations, and subject-aligned periodic assessments) described in the charter, together with historical data, to estimate/calculate growth API-equivalents school wide and for all numerically significant subgroups in order to measure progress towards and achievement of this goal.</td>
<td>The school will meet or exceed its annual API growth targets (or locally determined equivalent targets while state is developing the new API) school wide, for English Learners, low-income students, foster youth, and for all numerically significant subgroups, as required by law and the charter.</td>
<td>Increase of 3 points in Growth API or equivalent And for all subgroups Increase of 3 points Increase of 3 points Increase of 3 points Increase of 3 points Increase of 3 points Increase of 3 points Increase of 5 points (may not be numerically significant subgroup) Increase of 3 points Increase of 5 points Increase of 5 points Increase of 3 points Increase of 5 points Increase of 3 points Increase of 5 points (may not be numerically significant subgroup)</td>
</tr>
</tbody>
</table>

### ACADEMIC PERFORMANCE INDEX (API)

#### STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS (identify school wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: API (CDE) or its equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will meet or exceeding state targets (or locally determined equivalent targets while state is developing the new state target school wide, for English Learners, low income students, foster youth, and for</td>
<td>The school will: Provide PD opportunities for teachers to: Attend training (PD Teacher X/Z) on Common Core implementation</td>
<td>100% of all teachers Curruculum Committe e &amp; the principal will plan for the 26 100% of all teachers Curruculum Committe e &amp; the principal will plan for the 26 100% of all teachers Curruculum Committe e &amp; the principal will plan for the 26 100% of all teachers Curruculum Committe e &amp; the principal will plan for the 26 100% of all teachers Curruculum Committe e &amp; the principal will plan for the 26</td>
</tr>
</tbody>
</table>

Page 14
all numerically significant subgroups, as required by law and the charter.

The school will meet annual API growth targets school-wide and for all numerically significant subgroups as set by the state.

strategies for mathematics lesson design and delivery, with a focus on problem-solving and real-world applications, the principal and curriculum will monitor progress at the end of both academic terms.

Teachers will participate in on-site peer planning and coaching (Day-to-Day Substitutes for release time) to evaluate, plan, and refine research-based problem-solving strategies and activities, including high-quality PD introducing the new Math intervention program, to meet the individual needs of struggling students.

Palisades Charter Elementary will implement the Math program to provide supplemental services for all students, and intervention support to students performing below grade level.

<table>
<thead>
<tr>
<th>ENGLISH LEARNER ADEQUATE PROGRESS RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE PRIORITY #4: STUDENT ACHIEVEMENT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(identify school wide and subgroup goals as applicable)</td>
<td></td>
<td>Method for Measuring: CELDT</td>
</tr>
<tr>
<td>Based on analysis of current and historical AMAO 1 (CELDT) results. The school will determined to identify which students havent and have not met their annual EL goals. The school will improve the number of English Learners who make</td>
<td>The school will increase the number of English Learners who make adequate annual progress by 3% each year. Annual review and</td>
<td>Meet or exceed AMAO 1 target(s) Increase of &gt;= 3%</td>
</tr>
</tbody>
</table>
adequate yearly progress toward language proficiency. CELDT Proficiency:
2011: 42% 2012: 38%
2013: 44% 2014: 33%

**ENGLISH LEARNER RECLASSIFICATION RATE**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify school wide and subgroup goals as applicable)</td>
<td>Method for Measuring: CELDT &amp; other measures as they become available</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>14.3%</td>
<td>15%</td>
<td>15.5%</td>
<td>16.3%</td>
<td>17%</td>
<td>17.3%</td>
</tr>
</tbody>
</table>

Based on the Comprehensive Needs Assessment and further analysis of CELDT data (AMAOs 1 and 2), the school needs to increase the number of its English Learners who achieve English language proficiency each year. The school will use reported reclassification data to measure progress towards and achievement of this goal. The school will annually increase the number of English Learners who reclassify as Reclassified Fluent English Proficient (RFEP) by at least 2%. The EL coordinator and the principal will monitor LTELs progress throughout the year. The school maintain a (Language Appraisal Team) The LAT team will address the needs of EL learners in the Response to Intervention continuum and review student progress every 6 weeks. The school will Utilize class-size reduction determination by grade level to increase the attention that teachers can give to EL and special education students. If the need to purchase ELD CCSS-aligned materials. Etc., The principal and SSC will
recommend the purchase of such needs.

### SCHOOL ATTENDANCE RATE

**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(identify school wide and subgroup goals as applicable)</td>
<td>The school will use student attendance rates to measure progress towards and achievement of this goal. The school will increase the number of students that attend 173-180 days each school year (by increasing attendance rates of all students by closely monitoring daily and weekly data to achieve higher attendance. The school will engage pupil services (PSA) regarding attendance in a timely way when students and their families do not maintain a rate of proficiency in the days of attendance.</td>
<td>Method for Measuring: Attendance Rates</td>
</tr>
<tr>
<td>70%</td>
<td>72%</td>
<td>73%</td>
</tr>
<tr>
<td>71%</td>
<td>72%</td>
<td>74%</td>
</tr>
<tr>
<td>70%</td>
<td>75%</td>
<td>76%</td>
</tr>
<tr>
<td>57%</td>
<td>65%</td>
<td>66%</td>
</tr>
<tr>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>61%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>67%</td>
<td>70%</td>
<td>71%</td>
</tr>
</tbody>
</table>

### CHRONIC ABSENTEEISM RATE

**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(identify school wide and subgroup goals as applicable)</td>
<td>In accordance with the charter document and District Attendance Policies, the school will achieve and maintain the highest levels of student attendance possible in order to support student learning. The school will use student attendance rates to measure progress towards and achievement of this goal.</td>
<td>Method for Measuring: Student Attendance Rate</td>
</tr>
<tr>
<td>13.9%</td>
<td>12.9%</td>
<td>11.9%</td>
</tr>
<tr>
<td>13.9%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>23.2%</td>
<td>21%</td>
<td>19%</td>
</tr>
<tr>
<td>26.9%</td>
<td>24.9%</td>
<td>22.9%</td>
</tr>
<tr>
<td>19.6%</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>ANNUAL GOALS (identify school wide and subgroup goals as applicable)</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
<td>MEASURABLE OUTCOMES Method for Measuring:</td>
</tr>
<tr>
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</tbody>
</table>

**Dropout Rate**

**STATE PRIORITY #5: STUDENT ENGAGEMENT**

**ANNUAL GOALS**

91% or lower for African American students, foster youth, English Learners, and students with disabilities.

14.8% 9% 7% 10.8% 11.8%

**STUDENT SUSPENSION RATE**

**STATE PRIORITY #6: SCHOOL CLIMATE**

Based on District goals and data analysis as well as school-level data analysis. The school will maintain the 0% of student out-of-school suspensions and maintain that same rate of suspensions for African American students, foster youth, and students with disabilities. The school will use school suspension data to measure progress towards and achievement of this goal.

0% suspensions <=1% suspensions <=1% suspensions <=1% suspensions <=1% suspensions

0% suspensions <=1% suspensions <=1% suspensions <=1% suspensions <=1% suspensions

0% suspensions <=1% suspensions <=1% suspensions <=1% suspensions <=1% suspensions

0% suspensions <=1% suspensions <=1% suspensions <=1% suspensions <=1% suspensions

**STUDENT EXPULSION RATE**

**STATE PRIORITY #6: SCHOOL CLIMATE**

Palisades Charter Elementary will continue to maintain a safe and positive school wide climate by maintaining our excellent Tribes program which aligns with the LAUSD’s policy regarding staff training and the teachers and staff.

100% 100% 100% 100% 100%
Social Justice. The school will build upon the positive climate by continuing to train and support new and continuing staff throughout the year.

principal will implement, train and monitor for full compliance of this goal on a weekly or daily basis as needed.

<table>
<thead>
<tr>
<th>BROAD COURSE OF STUDY</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANNUAL GOALS</td>
<td></td>
<td>Method for Measuring: Williams’ Sufficiency report &amp; certification</td>
</tr>
<tr>
<td>The school will provide a sufficiently broad course of study to all students in order to prepare them for college and career in the 21st Century, as reflected in applicable law and the charter.</td>
<td>The school will offer a broad course of study to at least 100% of its students every year.</td>
<td>&gt;= 96% of students have access to the courses and programs described in the charter</td>
</tr>
</tbody>
</table>

The school will conduct an annual review of its master schedule, student schedules, and other information to measure progress towards and achievement of this goal.

<table>
<thead>
<tr>
<th>OTHER STUDENT OUTCOMES</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANNUAL GOALS</td>
<td></td>
<td>Method for Measuring: API or it’s equivalent by disaggregating data and implementing strategies to address identified needs.</td>
</tr>
<tr>
<td>Palisades Charter Elementary goal is to educate our students to participate fully in the new information age. To this end, we are committed to provide a learning environment that promotes logical thinking, curiosity, worldwide awareness and self-directed, independent learning for all students, including English Learners, foster youth, low income, African Americans, and Students with Disabilities.</td>
<td>The school will improve student access to new technology and information annually by the full staff including the administration. The school’s faculty will regularly disaggregate data and respond with educational strategies to address identified needs and close the identified gap.</td>
<td>See LAUSD LCAP. Meet or exceed API growth targets for all students school-wide And for numericall y significant subgroups set by CDE</td>
</tr>
<tr>
<td>Our technology program begins at the earliest age so that students feel in command</td>
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</table>
of this type of learning activities that will enrich the conceptual learning aligned to CCSS as well as learn how to use electronic devices to enhance and expand learning opportunities. Teachers will model information processing using the most current tools. Our goal is to achieve the effective integration of technology into instruction.

We provide a safe, nurturing, challenging learning environment for urban students in grades K-5. The intent is to develop a strong foundation of both academic and social competencies that prepare students for their continued education leading towards college and career readiness in the 21st century. The intent is to produce successful, responsible, caring, and respectful human beings capable of participating at a high level in a diverse and changing world. Teachers and students will use the Internet and World Wide Web.

**INSTRUCTIONAL DESIGN**

Common Core – Palisades Charter Elementary assures that the school continues to implement the Common Core State Standards and Smarter Balanced Assessments according to LAUSD established timelines.

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 need area, or mini-lessons with supporting literature. Children may be involved in student-directed literature circles. Teachers may form flexible groupings of children based on student interest.

Common Core – Palisades Charter Elementary teachers use Backward Lesson Design. By establishing essential questions as student learning objectives and connecting the CCSS to real-world issues, teachers develop common assessments that evaluate student learning of the standards and the essential questions. They also develop and structure units/lessons in ways that best prepare the students for these assessments.

In addition to the general approaches noted above, Palisades Charter Elementary utilizes many more instructional strategies including, but not limited to, the following:

- The use of technology in the classroom - for both information delivery and independent student mastery of concepts and project completion;
- Project-based instruction;
- Common grade-level assignments, assessments and rubrics for assignments;
- Intervention techniques for low-achieving students;
- Differentiated instruction for gifted, EL, special populations and sub-groups learners;
- Interdisciplinary projects across core disciplines;
- Integrated instruction between classroom teaching and experiential learning, such as field-trips and assemblies;
- Independent research projects for extension activities;
- Curricular mapping and unit plans created by vertical teams and grade level teams;
- Strategies for multiple modalities, including for visual, kinesthetic, and auditory learners as well as the students that need to move and learn;
- Analysis of student achievement data and discussion of implications for student learning and goals;
- Teacher modeling study skills and habits of highly effective students;
- Small guided reading groups and literature circles;
- Peer feedback and partner and/or small group work in the classroom; and
- Reciprocal teaching in partner teams and whole class discussions

Palisades Charter Elementary has substantial and long term documented evidence verifying the fact that instructional programs have been and will continue to be successful with specific targeted population, based on the Academic Performance Index (API) and the state’s AYP data above and below.

**Curriculum and Instruction**

Charter School shall transition to and implement the Common Core State Standards and CAASPP in accordance with District policy and timelines.

**Language Arts**

Palisades Charter Elementary has committed to the implementation and development of the CA Standards, including CCSS for English Language Arts (ELA). The CCSS for ELA articulate rigorous grade-level expectations in the areas of speaking, listening, reading and writing for all students to prepare students to be college and career ready. All students will study language arts in a full, balanced, and integrated curriculum that will incorporate literature as well as phonics. This curriculum will enable
students to gain knowledge and acquire skills through a planned developmental program from TK through grade five. Increasingly complex-thinking skills will be developed through the language arts across all areas of the curriculum. The language arts curriculum will be implemented through the use of a variety of materials including state adopted and staff selected textbooks, and core literature selections that are aligned with the CCSS. Because CCSS leave room for teachers to determine how goals should be reached, Palisades Charter Elementary’ teachers are able to provide students with the tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards. Palisades Charter Elementary’ climate of collaboration among staff allows them to develop curriculum both within the grade level and across multiple grade levels. In addition, the language arts program will be expanded and enriched by giving teachers the flexibility to incorporate supplementary materials into the curriculum. The processes of listening, speaking, reading, and writing will be integrated into a total learning program. Students will develop positive attitudes about themselves and others and become aware of values, ethics, customs, and beliefs. Students will be given the opportunity to work and learn independently as they participate in large groups, small groups, collaborative groups, and independent projects. Students will discuss ideas and values in core and other literary texts, making connections to personal experiences and a variety of cultural perspectives. Students advancing through the grades are expected to meet each year's grade specific standards, retain or further develop skills and understandings mastered on preceding grades, and work steadily toward meeting the more general expectations of the College and Career Readiness standards. Every student will strive toward the mastery of the content standards based upon the CCSS for ELA. English learners will also strive toward mastery of ELD standards as addressed in the ELD framework.

**Mathematics**

Palisades Charter Elementary’ has implemented, planned and delivered the CCSS Initiative for Mathematics. Palisades Charter Elementary’ students are expected to be able to express their mathematical understanding of concepts. This involves the ability to justify, in a way appropriate to the students’ mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from so that they can apply the understanding later. All students will understand the structure and logic of mathematics. Through reading, writing, listening, and speaking, students will clarify and demonstrate their understanding of mathematical concepts. Problem solving will be a major part of the mathematics program and all students will be taught how to work through the stages of problem solving. Students will be challenged with both real world and abstract problems, including complex situations that require the use of higher-level thinking skills. Palisades Charter Elementary’ teachers will expose and develop the following mathematical practices for all students across the grade levels: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. Concepts and skills from the CCSS will be interwoven, reinforced, and extended via lessons and assignments in order for students to experience mathematics as a cumulative subject. Students will study new concepts first in terms of their concrete experiences. Students will learn mathematics by participating in large and small group activities as well as utilizing cooperative learning and/or individual work. They will encounter new and challenging problems that call for them to generate new or broader questions during class. Students will be encouraged to share multiple ways to reach mathematical conclusions and share their reasoning/evidence with one another and with the whole class. In addition, the mathematics program will be expanded and enriched by giving teachers the flexibility to incorporate supplementary materials into the curriculum. Every student will strive toward the mastery of the CCSS in Mathematics.

**Science**

All students will learn about the natural world by using the methods of science as extensions of their own curiosity and wonder implementing the Next Generation Science Standards. Students will acquire knowledge of life, earth, and physical sciences from a balanced curriculum, which includes building on understanding of science concepts to learning about the scientific method and applications of science to the world around them. Students will develop critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying. Students will use the scientific method to explore
scientific concepts and wonderings. They will identify a problem or create a research question, form a hypothesis, list materials needed to conduct the experiment, create a procedure for testing the hypothesis, make observations and gather data, and create a conclusion. The science curriculum will be implemented through the use of a variety of materials, including state-adopted and staff-selected textbooks. In addition, the science program will be expanded and enriched by giving teachers the flexibility to incorporate supplementary materials into the curriculum. Students will work individually and in groups, using hands-on materials to reinforce their understanding of scientific concepts. Every student will strive toward the mastery of the content standards based upon the CCSS including the Next Generation Science Standards.

**History/Social Science**

Palisades Charter Elementary’ has planned, delivered and reflected on the current History/Social Studies Science curriculum as has been adopted by LAUSD. The school will implement the CCSS Initiative for Literacy in History/Social Studies that are embedded in the ELA Standards. All students will acquire knowledge of civics, history, culture, geography, and economics within a balanced and integrated History/Social Science curriculum that promotes the understanding, values, and skills necessary for participating in a diverse society. The teaching of history will be integrated with the humanities and other social sciences. Activities and lessons will be correlated with language arts, science, and visual and performing arts curricula. Students in all grades will study history and social science through language arts, art, music, dance, math, and technology. Teachers will build upon students’ curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. Students will engage in problem solving as they acquire, evaluate, and use information in a variety of ways. Frequent opportunities will exist for all students to share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum. The teachers will facilitate the exploration of values critical to understanding the democratic process. In addition, the History/Social Science program will be expanded and enriched by giving teachers the flexibility to incorporate supplementary materials into the curriculum. Every student will strive toward the mastery of the content standards based upon the CCSS in History/Social Science.

**Visual/Performing Arts**

All students will actively participate in the creation, practice, performance and study of works of art. In addition, students will learn to appreciate and critique art through reading, writing and researching art and artists from the past and present. Art education includes the delivery of dance, music, theater and visual arts instruction. Within each discipline, students will manipulate materials and techniques, and develop their vocabularies and abilities to solve artistic problems. Students will explore the influence of history, culture and technology on the visual and performing arts. Whenever possible, art will be integrated with other subject areas of the curriculum. Art education addresses all learners and helps them explore self-expression and develop self-confidence. Our goal is to produce students who are both literate and imaginative. In addition, the Visual and Performing Arts program will be expanded and enriched by giving teachers the flexibility to incorporate supplementary materials into the curriculum. Every student will strive toward the mastery of the content standards based upon the Visual and Performing Arts CCSS utilizing the CA VAPA Standards.

**Technology**

All students will become computer literate, learning to use technology as both a source of information and a means of communication. Palisades Charter Elementary’ views the role of technology as being supportive of the overall curriculum and, therefore, will integrate the learning of computer skills with grade specific assignments in curricular areas. This will be implemented through the use of computers in the classrooms and in the computer lab. Students will learn basic operating system commands, keyboarding skills, and the use of specific, standard programs including: word processing programs (such as KidWorks and Microsoft Word), presentation software (such as KidPix and PowerPoint), data collection and modeling programs (such as Excel), and graphic organizing programs (such as Kidspiration). Students will develop their understanding of programing through the use of LOGO computer programs. Students will use electronically-based information sources in researching projects. In addition, they will learn basic Internet search techniques and the use of search engines. In educating students about technology, Palisades Charter Elementary’ will also advocate and promote safe use of technology and media. Through the use of programs such as Common Sense Media, Palisades Charter Elementary’ will teach
students how to make safe, smart, and ethical decisions in the digital world. National Education Technology standards as well as the LAUSD Technology Use Plan will be used as guides for our program and technology will be consistently integrated into instruction throughout the day. The goals for students and staff will that with this integration of technology is for all students/staff to achieve mastery of the CCSS. Including competencies in technical areas as indicated in the CA CCSS.

**Transitional Kindergarten (for elementary schools only)**

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten.

**WASC Accreditation**

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

**Academic Calendar and Schedules**

**School Calendar** - Palisades Charter Elementary will follow the LAUSD established calendar for the Single Track schools as adopted by LAUSD’s Board of Education. The annual academic year typically will begin in August and end in June. For the 2015-2016, the first day of instruction is August 18, 2015 and the last day of instruction is June 10, 2016.

All students will be engaged during instructional activities will be under the supervision of fully credentialed teachers employed by LAUSD. This instruction will be for all students. Teaching staff will plan and deliver at Palisades Charter Elementary at least 180 days and a minimum of 55,100 annual instructional minutes for every school year. The daily minutes required for compliance will be met in the following way:

| Regular School Day: | 319 minutes |
| Shortened Day:      | 284 minutes |
| Minimum Day:        | 249 minutes |

Palisades Charter Elementary shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by CDE. The total number of minimum school days for this 2015-2016 school year follows the LAUSD single-track calendar requirements. On all minimum school days, students in Grades TK-5 receive 5 hours and 35 minutes (335 minutes) of instructional time. During the 2015-2016 school year the total number of instructional minutes including the 10 minimum school days will be 2,490 minutes. Educational Code Title 5, § 11960.

**BELL SCHEDULES 2015-2016**

<table>
<thead>
<tr>
<th>Daily / Weekly Bell Schedule</th>
<th>Professional Development &amp; Charter Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mondays, Wednesdays, &amp; Fridays</strong></td>
<td><strong>Tuesdays &amp; Thursdays</strong></td>
</tr>
<tr>
<td>7:55 am</td>
<td>7:55 am</td>
</tr>
<tr>
<td>9:55 – 10:15 am</td>
<td>Students Day Begins</td>
</tr>
<tr>
<td>10:20 – 10:40 am</td>
<td>Recess grades 1 – 3</td>
</tr>
<tr>
<td>11:55 – 12:40 pm</td>
<td>Recess grades 4 – 5</td>
</tr>
<tr>
<td>12:25 - 1:15 pm</td>
<td>Lunch grades 1 – 3</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Lunch grades 4 – 5</td>
</tr>
<tr>
<td>2:50 pm</td>
<td>Kindergarten Dismissal</td>
</tr>
<tr>
<td></td>
<td>1-5 Dismissal</td>
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<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Minimum Days</td>
<td>Kindergarten Schedule</td>
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<td>June 8</td>
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<td>7:55 a.m.</td>
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<td>Students Day Begins</td>
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<td>9:55 – 10:15 am</td>
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<td>Recess</td>
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<td>11:25 – 11:55 am</td>
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<td>Lunch</td>
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<td>1:30 pm</td>
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<td>Dismissal</td>
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### Bell Schedule – Minimum Days

- **8:00 am**: First Bell Instruction Begins
- **9:45 – 10:00 am**: Recess Kindergarten
- **9:55 – 10:15 am**: Recess Grades 1, 2, and 3
- **10:20 – 10:40 am**: Recess - Grades 4 and 5
- **10:50 – 11:20 pm**: Lunch - Kindergarten
- **11:20 – 11:50 am**: Lunch - Grades 1, 2 and 3
- **11:50 – 12:20 pm**: Lunch-Grades 4 and 5
- **1:00 pm**: Dismissal for all Grades K - 5

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**Palisades Charter Elementary**

**Master Calendar 2015-16**

<table>
<thead>
<tr>
<th>AUGUST</th>
<th>FEBRUARY</th>
<th>MARCH</th>
<th>APRIL</th>
<th>MAY</th>
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</thead>
<tbody>
<tr>
<td>August 17</td>
<td>Pupil Free Day</td>
<td>February 1</td>
<td>School Tour</td>
<td>May 5</td>
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<tr>
<td>August 18</td>
<td>First Day of Instruction</td>
<td>February 9</td>
<td>Science Fair</td>
<td>Governing Council</td>
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<tr>
<td>August 24</td>
<td>Monday Morning Assembly</td>
<td>February 15</td>
<td>School Tour</td>
<td>Testing Month</td>
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<tr>
<td>August 27</td>
<td>First Governing Council</td>
<td>February 26</td>
<td>Parent/Teacher Conference</td>
<td>Governing Council</td>
</tr>
</tbody>
</table>

### SEPTEMBER

- **September 3**: Back to School Night
- **September 4**: Admissions Day – No School
- **September 7**: Labor Day – No School
- **September 14**: Unassigned Day – No School
- **September 23**: Unassigned Day – No School

### OCTOBER

- **October 5**: Parent/Teacher Conf. Week Min. Day
- **October 6**: School Tour
- **October 7**: Min. Day
- **October 9**: Min Day
- **October 22**: Governing Board Meeting/ SSC

### NOVEMBER

- **November 3**: School Tour
- **November 11**: Veterans’ Day – No School
- **November 13**: Report Cards
- **November 23-27**: Thanksgiving Holiday

### DECEMBER

- **December 18**: Winter Break

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**NOTES**

- **February 1**: Science Fair
- **February 9**: School Tour
- **February 15**: Presidents’ Day – No School
- **February 26**: Last Day of 2nd Reporting Period
- **March 1**: School Tour
- **March 8-10**: Parent/Teacher Conference Week
- **March 9 & 11**: Wed/Fri - Min days
- **March 18**: Min Day
- **March 21 -28**: Spring Recess
- **March 28**: School Closed - C. Chavez Day
- **April 5**: School Tour
- **April 7**: Governing Council
- **April 29**: Kinder Visiting Day
- **May 5**: Governing Council Meeting
- **May 26**: Open House
- **May 30**: Memorial Day – No School
**PROFESSIONAL DEVELOPMENT**

There will be professional development for teachers to promote innovative use of technology with the new math program and to support ELA that will enhance and support the use of cutting-edge technology practices while addressing the needs of CCSS.

In addition to any District-mandated professional development, Palisades Charter Elementary shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Administration will comply with all professional development required by the District for newly adopted curriculum selected by the affiliated charter schools will, in turn, be funded by the District consistent with its practice for other District schools.

Each spring for the following school year, Palisades Charter Elementary teachers decide on one or two areas of professional development focus for the whole staff. This decision is based on school-wide need. Areas of need are determined by analyzing student work and assessment data. We first look to experts within our staffs that have expertise to share. We draw upon District personnel, as well as other outside resources, to enhance our professional development. Over the last five years we have had staff development sessions covering topics such as: developing literacy through Writers’ Workshop, English Language Development instruction and the use of Thinking Maps, Differentiated Instruction such as tiered lesson planning, and implementing technology into our instructional programs. The effectiveness of our professional development programs rests on its impact on student learning. With that goal in mind, our choices are driven by student achievement data, both formative and summative. We obtain community feedback through such instruments as the LAUSD School Performance Meter and the school’s own survey evaluation. The next few years will be an opportunity to engage in innovative programs, reflective practice, and refining instruction to maximize student learning. With that in mind, we anticipate ongoing professional development devoted to examining student work and conducting and further developing the practice and refinement of lesson study, during Tuesdays and additional professional opportunities, integrated into grade level meeting, and other instructional times and other times. Teachers will need the opportunity to assess student learning, design lessons, observe one another, and refine instruction based on their collaborative work. We will explore the Common Core Standards across all curriculums. We will implement math through Cognitive Guided Instruction (CGI) and explore Project Based Learning strategies.

Utilizing additional knowledge within the school, we may hold "round robin" staff development sessions, where teachers with expertise formally share what they know in a series of workshops that other teachers attend, according to their needs and interests. Administrators and teachers will also provide staff development in their areas of expertise. Teachers support colleagues in various areas by volunteering to serve as unofficial mentors, thus extending the mentoring process beyond what the District is currently able to provide new teachers. We also build into our staff professional development
schedule time to discuss articulation across grade levels, to ensure consistency from TK through grade five. As a charter school, we establish our own professional development agenda for Palisades Charter Elementary’ Buy-Back Days.

The role of teachers is central to student learning and other community members play an important role as well. We provide regular professional development for our special education assistants, both in-group training sessions each month and in conferences and mentoring sessions held with the resource specialist teachers. Paraprofessionals and supervision aides are trained at the beginning of the year and periodically throughout the school year in safety and social skill facilitation such as continued training in Tribes, our conflict resolution program.

Substantial time and resources are essential to supporting a quality professional development program. In addition to our Tuesday afternoon professional development time, to plan with their grade levels and committees. Budget monies are allocated for teachers to seek outside professional development either as a grade level or as an individual such as Writers Workshop, Apple Technology PD, GATE, implementing the new Next Generation Science standards, ELA-ELD framework, any new adoption of curriculum by LAUSD, understanding and planning the teaching of the new math program, RTI strategies in a high performing school, accommodating the diverse learner, developing depth of knowledge questioning strategies and others as modeled by Educational Support Center West Staff experts.

Tuesdays are set aside for professional development, Governing Council and its sub-committees, grade level meetings, and content teams. The content teams work together to develop curriculum maps, common assessments, SBAC test preparation questions, writing prompts and rubrics, lesson plans, projects and units. Content teams examine student work, analyze the effectiveness of instruction, and redesign activities and curriculum in response to assessment data.

The Palisades Charter Elementary’ teaching faculty’s professional development sessions will include topics such as:

- Best practices;
- Creating common assignments and rubrics;
- Collaboratively creating common weekly and semester instruction and assessments;
- Aligning grading rubrics and expectations;
- Designing intervention strategies for students at risk;
- Differentiating instruction for gifted learners;
- Differentiating instruction for English Learners, SDAIE strategies;
- Integrating technology into their instruction in the classroom for instruction & for student use;
- Collaborating and creating common core interdisciplinary projects;
- Creating pacing plans in grade level teams and periodic assessments to match instruction;
- Creating curricular maps and unit plans in vertical teams;
- Continually discovering innovative strategies and content for the classroom;
- Using teaching strategies with pre-planned multiple modalities differentiation;
- Analyzing student achievement data and analyzing implications of achievement data for instructional methods;
- Creating peer-mentoring activities for at-risk students;
- Daily Tribes Community-building activities;
- Sharing opportunities for growth in specific disciplines, including details about upcoming conferences, research opportunities, lecture/seminar series, etc.;
- Establishing professional literature/reading groups;
- Developing a structure for peer observation and feedback;
- Developing assemblies and performances for students;
- Improving the instructional program;
- Involving parents and community members in student achievement; and
• Improving parent-teacher communication.

In the interest of improving accountability and professionalism and will continue to utilize the current District evaluation process, but plans to refine the implementation of the Teacher Growth and Development Cycle (TGDC), by incorporating peer review as a part of teacher evaluation, for continued professional development and teacher growth as required by LAUSD.

**MEETING THE NEEDS OF ALL STUDENTS**

**ENGLISH LEARNERS**

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

Palisades Charter Elementary’ has approximately 3% English Learners, ranging from ELD 1 to ELD 5. Our EL students receive instruction through the Structured English Immersion Program. Palisades Charter Elementary’ adheres to all Federal, State and District mandates. Our instructional techniques include whole language instruction, sheltered English activities, cooperative learning groups, and experiential activities. English Learners receive direct instruction from certificated teachers utilizing strategies to meet the students’ needs at their instructional level. English Learners participate in various enrichment activities to continue to support and expand their language development. Teachers maintain ELD portfolios and utilize the Treasures English Language Development program for ELD instruction. Primary language support is provided, as needed, by teachers, aides, other students and parent volunteers. Our EL coordinator works with teachers and administration to re-designate EL students in a timely manner. The EL Coordinator provides all district mandated ELD professional development. The EL Coordinator and teachers examine student assessments, DIBELS, CELDT scores, report card grades in ELA, and parent input to determine student readiness for reclassification. EL students are discussed at regular Language Appraisal Team (LAT) meetings to ensure that English Learners are held to the same high expectations of learning established for all students. The LAT team composed of English Learner Coordinator, LTEL Designee, Principal, General Education Teachers, Special Education Teacher, School Psychologist, and the student’s classroom teacher. The team discusses strategies to provide necessary support to ensure that the student is making progress. The staff plans, strategizes and instructs all students addressing individual needs and ELD levels with the goal of reclassification within five years of becoming designated as English Learners.
AYP% at or above Proficient in ELA & Math

**CELDT Performance Trend 2012-2014**

![CELDT Performance Trend Graph]

The number of EL students who reclassify Palisades Charter Elementary will continue to address and reclassify in comparison with similar schools in the charter grouping and surrounding schools medium. Palisades Charter Elementary in 2013-2014 was 31.3% reclassified in comparison schools who’s percentage was 26.7% as compared to the LAUSD’s 13.9%. (Our rate stays significantly above the district’s.)

During the years 2010-2013, CST results indicate that Palisades Charter Elementary has a higher percentage of students achieving at a Proficient or Advanced level than both the District and the State averages.
CST Results for All Students - Three-Year Comparison

Three year data indicates that the percent of Palisades Charter Elementary’ students achieving at the Proficient or Advanced level (meeting or exceeding the state standards)

Gifted and Talented Students and Students Achieving Above Grade Level

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

At Palisades Charter Elementary’ many students demonstrate an ability to achieve beyond grade level. Gifted and Talented Students and students achieving above grade level is our largest identified subgroup, which comprises about 15% of our population in grades 3 -5. Additionally, 100% of our 3rd grade students are passing reading with a 3 or better, 97% of our 5th graders are passing reading with a 3 or better, and 99% of our 5th graders are passing math with a 3 or better. Teachers provide students with many opportunities to study the core curriculum with increased depth and complexity. With support from staff training, teachers incorporate strategies that emphasize higher level thinking skills and promote novelty in student outcomes. Classroom differentiation allows for individualized extensions of the curriculum, creative problem solving activities, and acceleration of the curriculum when appropriate. The Palisades Charter Elementary’ has 2 - 3 GATE coordinators who work with teachers to provide current training on gifted instruction and differentiation. The coordinators also meet with parents to explain the GATE identification process and to given information about the educational opportunities for their children during annual parent presentations and parent teacher conferences.

During the years 2010-2013, CST results indicate that Palisades Charter Elementary has a higher percentage of students achieving at a Proficient or Advanced level than both the District and the State averages.

Palisades Charter Elementary’ is committed to providing students with opportunities to study the core curriculum in-depth. The program at Palisades Charter Elementary’ is available to all students in every classroom that show the ability to receive such differentiated instruction, not only those identified as GATE. Higher level, creative and logical thinking activities provide for the depth, complexity and novelty that define a high quality gifted program. The classroom teacher differentiates curriculum to meet the needs of the gifted students. Professional development opportunities related to GATE are offered in-house as well as in university and college coursework on a yearly basis. When a classroom teacher recognizes advanced achievement by a student, the classroom teacher refers that student to the gifted coordinators. The coordinators and administration conduct a review of the student scores, achievements and records and a determination is completed as to whether or not to proceed with District verification of GATE identification.

As an Affiliated Charter school, Palisades Charter Elementary’ completes a fee for service form to be sent to the Charter Office for approval and then to the LAUSD GATE office for screening. Palisades Charter Elementary’ purchases additional psychologist time and is able to complete GATE testing in house. Palisades Charter Elementary’ understands that the psychologist must be authorized to complete GATE testing. When GATE testing is completed at the school site, processing will be completed by LAUSD GATE office for a fee for service.

In Grade 2 only, students who demonstrate high achievement on a nationally standardized, norm-referenced, group administered measure of verbal and non-verbal school abilities (OLSAT-8) will be identified as GATE in the High Achievement Ability category.

Students Achieving Below Grade Level

Meeting the needs of our diverse student population (students with disabilities, English Language
Learners, students achieving substantially above or below grade level, students of low socioeconomic status, and other special populations) may include, without limitation, the following:

- The use of accommodations;
- Three tiered Response to Intervention strategies;
- The reinforcement of skills in small group settings;
- Use of a variety of cooperative learning experiences;
- Participation in Learning Lab – Intervention program;
- Creating scaffold learning opportunities;
- Collaboration between parent and teacher;
- Direct intensive instruction during school – push-in and pullout;
- Involvement of additional support or tutoring from volunteers in the community;
- Use of additional school support personnel, such as instructional aides;
- Extended learning programs;
- Use of EL instruction;
- Consultation with the Student Success Team, pre-SST and/or Language Appraisal Team; and
- Follow-up with Student Success Team and/or Language Appraisal Team to monitor student progress during the 6-week time frame at which time the team will reconvene.

Teachers participate in on-going educational and professional development on current methodologies to meet the needs of diverse learners. They observe best practices at other sites, and integrate these innovative teaching strategies into their daily instruction.

As an Affiliated Charter school of LAUSD, Palisades Charter Elementary’ will follow all District guidelines, procedures, and policies for Special Education.

As a continuing Affiliated Charter school of LAUSD, the Palisades Charter Elementary’ instructional program has already been implemented. In an effort to meet the needs of our diverse population, we welcome input at any time from students, parents and community members. The staff members at Palisades Charter Elementary’ continually strive to develop and implement new and innovative programs in furtherance of Palisades Charter Elementary’ is supportive and socially respectful school environment.

Low Achieving students are identified based on DIBELS scores, classroom assessments, and benchmark assessments. A team comprised of the principal, school psychologist, and RSP teacher confer with each teacher and create a running record of students at risk, or who are scoring Basic, Below Basic, or Far Below Basic. This list, called the “Watch List” will be used by teachers to assist in team planning during grade level meetings and to help support each student’s progress.

Socio-Economically Disadvantaged Students

Palisades Charter Elementary’ provides a variety of enrichment programs to support the needs of all students as well as those that are low SES students (7% of total population). Some activities include Art Cadre, Arts Matters, and Ballroom Dancing. Palisades Charter Elementary’ provides music, drama and visual arts programs. The school also maintains an orchestra program and a music program that emphasizes the Orff-Schulwerk method. The school’s emphasis on the arts, technology, and class field trips help the school meet the needs of SES students.

- Art Cadre, Arts Attack, and Arts Matter: Provide visual and spatial art activities that help develop social interaction among all students while developing their creativity, curiosity, self-expression and communication.
- Orchestra, Music, Ballroom Dancing: Provide kinesthetic integration allowing students to explore their senses in a non-competitive environment where students are given expanded opportunities in the arts to develop auditory, expressive, and social skills. Students develop corresponding
patterns, structures, and relationships in a creative environment. Music and dance help students develop vocabulary, arts appreciation, teamwork, and enhanced critical thinking skills. Regardless of SES, students who are exposed to music programs score higher on reading and spelling tests. As per Stanford study, Music Moves Brain to Pay Attention, February 24, 2015, music helps students pay attention, process language, improve memory, make predictions, and update events in memory. The study also notes that rich music programs improve attendance and graduation rates.

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

2. District Affiliated Charter School’s Special Education Responsibilities

a. General Requirements

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

The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will adhere to the requirements of the Chanda Smith Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District's request.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review (“DVR”).
The District Affiliated Charter School is responsible for the management of its personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

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

c. Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent’s request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

Alternative Placements

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

Least Restrictive Environment

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

**Staffing Requirements**

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

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

**Student Discipline/Inclusion**

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

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

**3. Procedural Safeguards/Due Process Hearings**

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

**4. 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.

5. 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.

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

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

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

*Modified Consent Decree Requirements

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

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

# The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.

# Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.

# CBEDS, which is due at the end of October of Each School Year.

# All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

# Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.
Schools that are currently on MiSiS can disregard the above data requests.

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

**Students in Other Sub-Groups**

**English Learners**

In order to meet the needs of our target student population as of 10/13 census (English language learners 2.5%, special needs students 9%, and gifted and talented students 10.4%) Palisades Charter Elementary’ uses an instruction aligned with our demographic and the CCSS. Additionally, Palisades Charter Elementary’ combines the traditional educational methods commonly practiced in schools with a variety of innovative learning experiences which include cooperative learning experiences as developed by our TRIBES program, an enriched environment in the arts and technology, and extended into positive social awareness opportunities throughout the year. Our parents’ group and LAUSD dually fund our extensive arts program.

**Students Achieving Below Grade Level**

Palisades Charter Elementary’ LACP section in Element 1 within this petition provides goals and objectives for Socio-Economically Disadvantaged Students, English Learners and Foster Youth.

As an annual part of Palisades Charter Elementary’ regular assessment process, all student assessments and/or work samples are analyzed by grade level teams to identify student strengths and deficit areas for all and each student, including students “at risk”. After the data has been analyzed, grade level teams with “intervention support personnel” (Principal, school psychologist and special education teachers) will develop and monitor appropriate interventions, differentiated instructional strategies and/or additional supports are designed and implemented. This assessment process, administration and faculty will identify students who will be referred to the Learning Lab (intervention program) or to Palisades Charter Elementary’ Student Success Team (SST), or the school’s Language Acquisition Team (LAT) for students not making adequate progress as an English Learner.

Assessments may include individual testing, observations, review of student’s school records, report cards and work samples.

Any individual assessments require parent consent

Assessments are administered in all areas identified/ related to the area of concern.

Assessments are always administered without cultural/racial/gender bias and per LAUSD requirements.

If Assessments are conducting during the special education process will be completed within the mandatory 60 days.

The SST is comprised of general and special education teachers, an administrator, student’s parents and other professional specialists such as: the school psychologist, school nurse, adaptive physical education teacher, occupational therapist, physical therapist and other need personnel as indicated in the LAUSD assessment plan.
“A TYPICAL DAY”

Walking up the stairs to the front door, it is clear that Palisades Charter Elementary is a unique and special place. The inspiring architecture is reminiscent of old California, and it feels as if the students are entering a historically significant place of learning. Many mornings begin with the ringing of the bell from the bell tower, to acknowledge a student’s hard work with summer assignments. As soon as the door to the school opens each morning, the energy and excitement is palpable as students stream in excitedly to begin their day. Families arrive by car, bus, bike, and on foot. The front steps provide a community gathering place for parents and allows them to greet one another and to promote parent sponsored programs such as finding volunteers for Yee Haw Day or Pali Giving. On Walk-to-School Wednesdays, students receive a special treat from the Green Team for helping our environment by walking or biking to school. Some mornings might have the front steps buzzing with Student Council members selling Valentine Grams to raise money to buy toys for Children’s Hospital. A visitor will enter through the main office, where he or she is warmly greeted by office staff and will likely also encounter community volunteers signing in to help out in classrooms or on a parent committee.

On a typical day at Palisades Charter Elementary, the students are engaged in a wide variety of activities so that each school day is a unique experience. There never seems to be enough time in the day to pack in everything that the students will be experiencing in each classroom. Teachers and students maintain flexible schedules to accommodate the diverse enrichment activities in which they participate, including trips to the Computer Lab, The Discovery Garden, Art Cadre lessons, drama, music classes, library, physical education, Cultural Assemblies, and special activities such as International Day, Jump-Rope-for-Heart, Grandparents and Special Friends Day, and Walk-a-thon. Grade levels and individual teachers have the opportunity to adapt lessons and activities to their own style and their students' unique learning modalities, so that while every classroom is focused on meeting the Common Core State Standards, no two classes or schedules are identical. The educational experience for students at Palisades Charter Elementary is fluid and ever changing, so that teachers are able to best meet the needs of their unique students.

First thing on Monday mornings, the entire school comes together for a morning assembly. The principal, parents, teachers, Students Council Officers, and other community members have an opportunity to say the Pledge of Allegiance, sing the school song, inform the school community of upcoming events, share other announcements, or present awards. Once assembly is over, students go to their classroom where many begin the week by participating in a TRIBES community circle. This helps to build a sense of classroom community and to ease the transition from home to school. Using TRIBES agreements (mutual respect, attentive listening, right to pass, and appreciations/no put-downs), students are encouraged to share in a safe and respectful school environment, supporting our mission of developing positive social awareness. The hallways and classroom walls are covered in student work so that, even when students are not present, there is ample evidence of the academic excellence that our students successfully achieve.

The kindergarten yard and classrooms are tucked in the corner of the school near the Lori Petrick Garden. The kindergarten teachers lay the foundation for our school’s ability to fulfill our mission of academic excellence, an appreciation of the arts, and positive social awareness. Furthermore, the kindergarten teachers often are the first to initiate bonds between our school and the larger community. Parent assistance in the classroom is welcomed and encouraged. With the help of our community collaboration, teachers are able to nurture every learner and begin instilling a love of learning that will continue throughout their lives. The kindergarteners begin their day with small group language arts rotations. They participate in activities that relate to the letter of the week, monthly holidays, and themed units from the Treasures reading program. Reading is supplemented with read-a-louds that are related to subjects that are integrated into units of study in science and social studies. During the morning language arts time, the teachers teach appropriate classroom behavior and foster both collaborative and independent skills while engaging their students in lessons that teach concepts of print, phonemic awareness, letter shapes and sounds, phonics skills, sight words, decoding skills, proper printing, and writing. Kindergarteners are introduced to our Writer’s Workshop program and begin to see themselves
as writers. As the students learn to read, blend, and write, they begin journal prompts, story responses, and narrative writing. In the spring they write Informational Books that allow them to write about the things that they know in order to share their knowledge with others. Kindergarteners celebrate authors such as Dr. Seuss by reading some of his classic stories with their reading buddies or learning about short vowel sounds by creating rhyming pattern books based on Seuss’ writing. After recess, students spend time working on the acquisition of basic math facts and numbers, which gets highlighted with the 100th Day Celebration. On that day, students engage in fun activities, such as counting out 100 objects, working through 100 exercises, and making necklaces with 100 beads. One of the most memorable experiences in Kindergarten is the annual visit by Mr. Leprechaun who enjoys getting into mischief and leaving gold coins for the students. Kindergartners go on several walking field trips during the year, such as to the fire station and grocery store, to learn more about their local community and the interdependence of its people. Our kindergartners not only master the Common Core State Standards, but they also learn our TRIBES agreements and the importance of treating others with respect. Art is used throughout the curriculum to enhance units of study. Some projects are units or holiday related, while others utilize a program called Arts Attack for formal art instruction. In some classes, teachers try to incorporate a famous artist into weekly lessons that tie into the letter of the week.

First grade students are absorbed in whole class or small group lessons first thing in the morning. Students actively participate in flexible language arts groups, led by teachers, assistants, and parent volunteers. The teachers are able to meet the diverse needs of our learners by providing differentiated, small group lessons that maintain high expectations for all students. First graders learn basic phonetic skills to build fluent readers by the end of first grade. The students read decodable books that emphasize specific phonetic sounds. Further, they read anthologies to build knowledge and background knowledge about a unit of study. Students read many versions of The Gingerbread Man, then create their own alternate ending that allows the gingerbread man to not be eaten. The students have access to many levels and genre of books to foster a love of reading for each child. First graders continue using the Writers Workshop process to create “How To” books. In math, first graders develop an understanding of place value and build upon their understanding of number concepts, while developing basic addition and subtraction facts. The students learn how to tell time, and experience foundational money skills in their classroom. The continued use of the SmartBoard gives the students one of the many wonderful opportunities to experience hands-on math activities. After lunch, the first grade teachers participate in an effective approach to collaborative teaching. Using their rotation system, each teacher is able to become an expert in a given subject area while ensuring that each student receives a balanced curriculum complete with an appreciation of the arts. The classes rotate during the year while students study science, health, social studies, and art. This gives the entire first grade an opportunity to become comfortable with all first grade teachers, whether studying various mediums when creating a piece of art, the three states of matter in science, or gaining a better understanding of our place within our community during social studies. Innovative projects in first grade include the introduction of Hour of Code projects, spider project, the comparison of fairy tales, and creating your own games.

Second graders focus on critical thinking throughout the curriculum. In every subject area they are guided to ask meaningful questions and taught the foundation of research skills to learn more about their interests, thus emphasizing the process of learning. In the morning they may be discussing a story they have read and how it adds to their knowledge of their unit of study, or comparing and contrasting different versions of the same story across different cultures. During language arts, students create projects based on weekly stories. They utilize computers to enhance vocabulary and grammar. During Writers’ Workshop time students are given mini-lessons on a variety of authors’ skills, such as topic sentences, point of view, using quotation marks, or developing voice. These mini-lessons help them when they write Fairy Tales, poetry, opinion and persuasive essays, non-fiction stories, and research projects throughout the year. In math, second graders are consistently given rigorous instruction, as well as time to discover concepts for themselves, to choose manipulatives and strategies to use in problem solving, to discuss solutions with classmates, to present their work, and to engage in special challenges. Open-ended Common Core problems are used to enhance each math topic. Similarly, in science they are also regularly engaged in hands-on, collaborative, inquiry-driven projects while they learn about the inquiry process. During science instruction students spend time writing observations and wonderings about their
Third grade students are equally engaged in their curriculum. Students in third grade read new stories every week and complete projects, often integrated with art, related to these stories. The Treasures anthology plays lend themselves well to acting out the stories. Additionally, the third graders participate in a cross-curricular project based on Boomtown, a story from the Treasures anthology. This activity ties together language arts, social studies, math and art as the students create advertisements, build towns using geometric shapes, and create stories of the happenings in their boomtowns. The third graders receive additional support during language arts rotations to help them develop skills in reading, grammar, vocabulary development, and writing. The weekly reading passages are enhanced through varied projects. As a result of teacher collaboration, third graders begin to read core literature novels as they prepare for their transition to fourth grade. In Social Studies, the students create salt-flour relief maps of the United States giving them a hands-on visual understanding of the regions, Native Americans, and United States history related to the third grade curriculum. During this time, students compare and contrast Native American tribes within the United States. They study different environments and how these Native Americans adapt through the use of available natural resources. Through this study, they learn to work cooperatively while acquiring research skills, the use of thinking maps, and technology to enhance their learning. They complete a group poster project on tribes of each region, studying the tools, clothing, customs, folklore, and skills. Students then learn about the lives of California Indians. They complete individual California Indian research reports. This unit gives third graders the opportunity to engage in many art related activities as they create totem poles, weave rugs, and write stories using pictographs on buffalo hides. As culminating activities, students visit the Chumash Interpretive Center to reenact lives of the local Chumash tribe. They also create and present PowerPoint presentations of individual Native American tribes within the United States. In Science, students study the Earth, moon, stars, and other planets in our solar system. They map their shadows on the playground, create moon and Earth rotation and revolution projects, chart the phases of the moon, and visit a local planetarium. Science involves many hands-on activities that allow for interactive investigation. A science highlight is making Ooblek and mixing two substances to investigate different states of matter and chemical changes. The students culminate their study of the human body and systems by using their own outlines to create human body models. In math, students work together to solve problems, take timed multiplication tests, calculate the volumes of various boxes using lock cubes, or making capacity butterflies. A third grade math highlight is the “Muffles Truffles” multiplication activity. Third grade students learn about different artists using the Arts Matter program and they contribute to the lower grade art installation piece with the Art Cadre program. They also continue their study of art through teacher-taught Arts Attack.

Fourth grade students are always hard at work. At the beginning of the year, fourth grade students use core literature for language arts. The students read the books and create projects related to the stories. When the students read Cricket in Times Square, they make their own crickets using clothespins and pipe cleaners. They also design their own cage that would make Chester Cricket much happier than the one he is given in the story, and then students detail their design with a writing activity. Students work on mapping skills as they create maps of the island detailed in Island of the Blue Dolphins. When students read By the Great Horn Spoon, they make up a story about how a California town got its name, and they create perspective drawings of their town. Finally, the students create yarn dolls and beautiful Mexican bark paintings to enhance their experience when reading Esperanza Rising. Most of the core literature books create a meaningful tie-in to the social studies units that the fourth graders are studying. In the last part of the year, fourth graders transition from core literature to Literature Circles. During Literature Circles, students are put in reading groups based on their interest and reading level in a given selection of novels. They take on various roles with this program including Studious Summarizer,
Word Wizard, Capable Connector, Artful Artist, Literary Luminary, and Discussion Director. Literature Circles allow students to participate in a book club-type format, and gives them many opportunities to discuss and delve into their selected novel. Fourth graders use a combination of prompt writing and Writer’s Workshop to develop their writing skills. Writing is emphasized throughout the curriculum. During math, the students are focusing on the Common Core State Standards, and participate in open-ended activities such as Fosnot’s “The Turkey Problem” as they develop their understanding of mathematical concepts. At the end of the year, tetrahedron kites hang from the ceiling, illustrating geometry concepts that the students have been studying. Fourth graders engage in many activities to enhance their knowledge of their state’s geography, history, and population, and many of these activities allow for artistic creativity, individualized choice, and peer collaboration. While studying geography students create maps and tourist brochures to educate the class on California’s popular destinations and different regions. They create newsletters using technology to learn about explorers related to California history. While studying missions students create models, scrapbooks, written reports, or videos of a chosen mission. The California mission unit culminates with Mission Day where the students participate in a variety of mission-area activities including adobe brick making, weaving, games, and candle making on Mission Day. While studying pioneers, the students work together to conduct research and make PowerPoint presentations on famous Californians, and the class is also divided into wagon trains for a simulated trip to California. The journey West requires students to collaborate in making critical decisions, such as debating whether to cross a rising river or to wait and see if the water level lowers, then students journal about their experiences traveling overland to California from the perspective of a pioneer. In a culminating social studies experience, the grade flies to Sacramento for a day to visit the capitol, learn in an old school house, tour the Railroad museum, and pan for gold. Students create PowerPoint presentations or posters when learning about famous Californians. Fourth grade teacher use rotations for science so that the teachers can become an expert in one field of science, and it allows the students to work with each fourth grade teacher during the year using exciting hands-on activities and experiments. During science, students might create their own ecosystem by growing plants in recycled plastic bottles in the Life Science unit, create a working circuit to light a light bulb in the Magnetism and Electricity unit, or build a model of the Earth’s crust during the Earth Science unit. Art is integrated throughout the curriculum. Fourth grade teachers also use the Arts Matter program to teach about different artists. In the latter part of the year, fourth graders participate in a wonderful drama program, allowing the students to develop their communication and interpersonal skills.

Fifth grade classrooms reveal even more variety in daily activities. During language arts, students read core literature tied to the social studies program. The focus of the fifth grade reading is questioning and inferences. During math, the fifth grades engage in many extension projects related to the Common Core State Standards. Fifth graders design a restaurant to enhance their understanding of business and economics. With another project, the students build 3-D robots using geometric shapes from recycled materials, and then calculate the surface areas. The mathematics focuses on open-ended problem solving investigations. Fifth grade students regularly collaborate in groups, but are also supported in an individualized curriculum so that they learn to manage their time and work independently in preparation for middle school. On any given day, in the same classroom, a group of students might be working collaboratively on an integrated social studies-language arts project, such as making a colonial newspaper or preparing an iMovie presentation on a Native American tribe, while other students are simultaneously writing independently or with partners, others may be conducting internet research on a laptop, while still others are working on a piece of art in response to a chapter they read in a novel. A walk down the hallways reveals the exciting activities being taught in the science program including digestive system and molecule models. The fifth grade students rotate for science, which allows them an experience that will help the students with their transition to middle school. In the first part of the year, the fifth graders participate in a wonderful drama program. Then in the spring each fifth grade class creates its own performance of "A Midsummer Night's Dream," "The Jungle Book," or "My Country 'Tis of Thee" for students and parents. Fifth grade students may be on the Green Team, participate in Student Council Activities, or help with a book collection project. The multitude of activities that the fifth graders participate in gives students a chance to pursue individualized interests, provides exposure to the arts, and allows these older students an opportunity to give back to their community and work as mentors in accordance with our school’s vision to instill social responsibility.
Palisades Elementary is home to a wonderful Special Day Program. In language arts, the teacher focuses on whole group multi-sensory study, using total physical response with use of hand gesture, songs, and movement. Rotations consist of grade levels reading their specific grade level core literature or Treasures stories. Independent work includes core literature packets and extension activities such as making posters, journal writing, and Reader’s Theater. Math focuses on whole group instruction when teaching a general strategy such as tape diagrams or aiming for mastery of basic skills. The program includes a lot of hands-on activities and interactions. Students mainstream in core subjects as well as Social Studies, Science, Music, PE, and Drama.

The auditorium also provides a wonderful space for learning. K-3 classes receive weekly music class that incorporates singing, dancing, and playing instruments with our PEP provided music teacher. The students learn to read and write music, and play percussion instruments including xylophones. Third grade students learn the recorder. All students showcase everything they have learned throughout the year at their Spring Concert. 4/5th grade students receive music instruction from our District provided music teacher, and play drama games and learn stage vocabulary with our PEP provided drama teacher. The auditorium is also home to Cultural Assemblies, the Science Fair, class plays, musical performances, Student Council elections, and culmination ceremonies.

The computer lab allows students to access technology to support classroom learning. Our computer lab instructor works closely with teachers to help develop lessons and prepare projects for the students that fit seamlessly with classroom curriculum, and to ensure that technology skills progress consistently through the grades. Kindergarten students begin their classes in the lab mid-year. They work on improving their fine motor coordination and “mouse” skills working on various projects. They are eager to complete tasks so that they can go on Starfall and use a fun program to develop technology skills. First graders further develop their technology skills using Pixie to create projects that support their learning in the classroom. Second grade students begin to transition to more challenging work as they are introduced to Microsoft Word, and work on more complex Pixie projects. They are introduced to Bee Bot robots, which allow them to learn to write basic code to program their bee to move on the mat. They further develop their coding skills with Crystal Rainforest, a game that requires them to learn coding to create a program to help save the sick king. Third graders refine skills that they have been developing in earlier years. They continue to use Pixie, Microsoft Word, PowerPoint, and Excel. They are also introduced to LOGO to further develop their coding skills. Fourth graders begin the year with daily intensive typing practice. Then, they begin to further learn LOGO and create a coding project where the individual students create a building using code, and the students’ work is combined to make a complete city. The technology teacher gives each classroom activities to use to participate in the Hour of Code, a nationwide program that allows students to work through the process of solving problems that range from simple to truly abstract.

Learning does not disappear once the students leave their classrooms. Lunch and recess period give students the opportunity to develop and pursue activities that they are interested in beyond the classroom. During lunch and recess, lower and upper grade students have staggered play times to minimize the number of students on the equipment at one time, and kindergartners have a separate play area. We have a fulltime Conflict Resolution Coach who leads students in resolving yard issues respectfully, in accordance with our TRIBES community philosophy. Additionally, the Conflict Resolution Coach visits classrooms to train students in conflict resolution skills as age appropriate and to follow up on issues that occur on the yard. All yard supervisors are trained in the TRIBES Program so that students are consistently expected to follow our same school agreements both in and out of their classrooms. It is common to see our adult assistants leading games, turning on music and encouraging students to dance, reviewing the rules to a game, or helping a shy student join a group. During the lower grade lunch time, 3rd through 5th grade student volunteers, called Peace Makers, also assist the younger students by helping students initiate games, follow the agreements, and resolve disputes fairly. During lunch times, other upper grade leaders of the Green Team may be seen rewarding students who bring a waste free lunch and ensuring that students put their waste in the appropriate recycling or trash bins. Our school leaders meet regularly during their lunchtime through their participation in Student Council. While one component of Student Council is planning spirit day, the main focus of Pali Student Council is community
service related. During the winter holidays, students create cards and letters to be sent to Wounded Warriors. The students sell Valentine Grams on Valentine’s Day. The proceeds are used to buy toys that are donated to Children’s Hospital. In the spring, Student Council participates in the Pennies for Patients program. They host a school-wide collection of coins that are donated to the Leukemia and Lymphoma Society.

The involved parents at Palisades Charter Elementary are supportive of many wonderful programs that make our school unique. All students receive physical education from our knowledgeable teachers in collaboration with our coaches in all grades. They begin with kindergarteners learning skills such as skipping, hopping, and jumping rope in addition to learning playground sports and activities. Students build those skills each year. The upper grades begin to prepare for the mile run and the state physical fitness exam. Our librarian reads books related to holidays and the curriculum to students during their library period. Additionally, she provides assistance in selecting independent reading and book report books, or upper grade students using reference materials for research or reading independently. The library is open during recess and lunch to give students different options during their playtime. Coffee and Chat meetings with the principal and parents, parent education classes lead by the Parent Community Outreach Committee, or professional development meetings for the staff are also frequently conducted in the library.

One of the most beautiful places on our campus is the Lori Petrick Garden, named after a beloved 3rd grade teacher who died unexpectedly several years ago. The Lori Petrick Garden is a pleasant shaded area with picnic tables. It is common to see the Garden Club here tending to plants, an art lesson taking place, or students just relaxing on the grass with a book. Adjacent to the Lori Petrick Garden is the Discovery Garden where students have a hands-on opportunity to conduct experiments, make observations, and enhance their classroom science curriculum. Parent volunteers provide the Discovery Garden lessons. Kindergartners might be planting spring veggies in Peter Rabbit’s Garden. First graders might be observing and recording notes on herbs or rainfalls. Second graders might be observing and doing research about insects and butterflies. Third graders might be enhancing their understanding of health and nutrition by studying complex carbohydrates in their Nutrition Garden. Fourth and fifth graders might be collecting dead plant matter for decomposition in the worm bins or participating in a community service activity through the Garden Club.

And to think, this is just a typical day in the life of a Pali student!

Charter School will work toward meeting the student outcome goals set forth in the LAUSD’s Performance Meter, as it may be amended, updated, and/or replaced by the District, during the term of the charter.

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

It is Palisades Charter Elementary’s goal to have its students meet the District’s Performance Meters including, but not limited to: 100% graduation, academic proficiency for all students, 100% attendance, improved and increased parent and community engagement, and school safety. Palisades Charter Elementary also has as a goal, its students’ mastery of the Common Core State Standards, as measured by the Smarter Balanced Assessments of English/Language Arts (ELA) and Math, the CST 5th grade Science Assessment, the Alternate Assessments, District Interim Assessments, and additional formative assessments. Additionally, as part of our school’s vision and mission, Tribes will be integrated in the social/emotional basis of an enriched curriculum for all students. Palisades Charter Elementary students may also receive instruction through Second Step and/or other Tribes activities.

Pupil success towards these outcomes will be measured through positive and sustainable interactions, reduced office referrals, mutual respect and appreciative to others, appropriate use of both conflict resolution and behavioral management strategies, and increased participation in school generated social responsibilities.

Mastery of the standards is a goal of the No Child Left Behind (NCLB) legislation and is evidenced by the percentage required through the state’s Adequate Yearly Progress (AYP) report. The target proficiency rate as identified by the California Department of Education (CDE) for 2013 was 89.2% proficient and advanced in ELA, and 89.5% proficient and advanced in Mathematics. The goal under the new testing system is to exceed these numbers and, eventually, to reach 100% proficient and advanced, as delineated by the California Department of Education (CDE). The following charts demonstrate the overall growth in percentages of students who are proficient and above in ELA and Mathematics.

In addition to our school-wide goals, Palisades Charter Elementary also has goals for improvement amongst members of our student subgroups listed in the 8 state priorities of the Local Control and Accountability Plan (LCAP) goals in Element 1. Specifically, we would like to focus on improvements that exceed school-wide academic progress (as measured by SBAC) for our Foster youth, Low income students, Latino students, African American students, Reclassified Fluent English Proficient (RFEP) students, Students with Disability (SWD), and English Learner populations. The staff would also like to see improvement in other areas, such as increased parental involvement and increased student attendance, and to maintain its current 0% suspension rates. Collective Bargaining Agreements.

At the beginning of each year, Palisades Charter Elementary’s staff collects all of our academic

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2 Provisions pertaining in this element related to decision making and implementation of professional development, budget authority, committees, technology, curriculum, etc., must comply with all applicable collective bargaining agreements or approved waivers.
achievement performance outcomes, as measured by the CST and now SBAC, from the CDE, MISIS, and other District-provided resources, to analyze our yearly progress. This Data is disaggregated and used to establish Palisades Charter Elementary’s yearly progress on a school-wide basis and for our focused subgroups, as well as to develop yearly goals and plans for achievement. We made the transition into CCSS over the last few years, and will use local measures and District interim assessments and other mandated testing. As our data source and evidenced annual by the past Academic Performance Index (API). Show consistent progress during the years charted below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Change in API</th>
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<tbody>
<tr>
<td>899</td>
<td>+22 (5 years)</td>
</tr>
<tr>
<td>928</td>
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OVERALL SCHOOL-WIDE GROWTH AND IMPROVEMENT

Over the past five years, students at Palisades Charter Elementary have demonstrated increased scores in English Language Arts, Mathematics, Social Studies, and Science. As shown below, the Academic Performance Index (API) increased steadily after Palisades Charter Elementary’s status as a District-affiliated Charter School was renewed five years ago. Palisades Charter Elementary’s LCAP goal is to increase by 15 points over a five-year period.

2013 Statewide Rank: 10

2013 Similar Schools Rank: 8

Palisades Charter Elementary

Gains in Student Achievement Over Time

Palisades Charter Elementary has shown consistent growth in its API score since 2007 a total of 8 years. Palisades’s goal will be to maintain our school’s high scores in the top 10% of scores obtained through the new annual summative assessment, Common Core/Smarter Balanced Assessment Consortium (SBAC) testing.

In addition, the school is committed to continually improving its similar schools ranking. Over the past seven years as an Affiliated Charter school, Palisades Charter Elementary has experienced a strong API score in our Local District, and has also significantly improved in comparisons with similar schools.(see below.)

English Language Arts

The following graphs demonstrate the overall percentage growth in Palisades Charter Elementary’s English Language Arts scores by proficient and above students, and demonstrate that Palisades Charter Elementary maintained a steady high level of academic achievement in ELA across all grade levels between 2010 and 2013. Many of our LCAP priorities revolve around improvement of our proficiency rate in ELA. The goal is to increase by 1%, on a school-wide basis, as a measurement of Standards implementation and Academic achievement.

Every student will strive toward mastery of essential skills including: reading, writing, speaking, listening, English language proficiency, quantitative skills, reasoning and problem solving, and technology skills. Palisades Charter Elementary’s goal is to have all pupils demonstrate that they have attained skills, knowledge and attitudes specified in the instructional programs. These essential skills will be measured through teacher-developed tests and District and statewide assessments. Another integral part of our curriculum is to teach students social skills necessary to successfully participate in the community at
large. Through our Second Step program and TRIBES program, students learn positive problem-solving strategies and empathy. We measure our success towards these outcomes through: positive interactions with others, reduced office referrals, respect and appreciation of others, appropriate use of conflict resolution and anger management strategies, and increased participation in social causes.

**Objective Means and Frequency**

Palisades Charter Elementary’ believes that assessment is an ongoing process that allows teachers to make adjustments in their daily teaching to meet the needs of all students based on their strengths and weaknesses. Our goal is to meet the requirements of No Child Left Behind, which directs that each subgroup of students will reach proficiency levels in language arts and mathematics. Over the next five years, we will strive to achieve 100% of our students at proficient or above. We will use a variety of authentic assessments that can better evaluate the child over time and in a variety of settings. Authentic assessments may include, but are not limited to the following:

- Portfolios
- Teacher observations/anecdotal records
- Student Journals
- Work samples
- Homework assignments
- Checklists
- Rubrics/Scoring Scales
- Teacher-devised tests
- Publisher-provided criterion reference tests
- Projects collected throughout the year

Standardized assessments may include, but are not limited to: CELDT assessments, District periodic ELA and Math assessments, Smarter Balanced Assessments (SBAC), CAASPP and fifth grade CST Science assessments.

Data from these different assessments will be collected and studied by the teachers at grade level meetings and by the administration in an ongoing manner throughout the year. Daily informal assessments from observations, weekly quizzes and tests, project assignments, periodic assessments, and yearly summative assessments will be used to direct instruction and identify immediate areas of concern to be addressed. Students' progress will be reported to parents via progress reports and/or conferences at least three times during the school year. Palisades Charter Elementary’ is using the District approved report card. Palisades Charter Elementary’ will utilize the grading rubric of 1-4.

Palisades Charter Elementary’ strives for a more integrated core subject approach rather than the teaching of subjects in isolation.

As an LAUSD neighborhood school with Affiliated Charter status, Palisades Charter Elementary’ student achievement shall be measured and disaggregated in the same manner as any typical elementary school that is part of LAUSD using the newly adopted SBAC assessment in California, the CST _science –grade 5 as a measure to determine growth and achievement.

The California Department of Education provides API reports as part of its Accountability Progress Reporting (APR) system. The APR system provides an integrated approach to reporting results for state and federal accountability requirements and includes information about P Palisades Charter Elementary’ and numerically significant subgroups. Palisades Charter Elementary’ will rely on the State of California to provide API information for this charter implementation.

The API is used in meeting state requirements and as one of the federal AYP (Adequate Yearly Progress) requirements under NCLB. According to the State of California, the API target under 2010 AYP requirements was much lower than Palisades Charter Elementary’. However, Palisades Charter Elementary’ has always set its goal to far exceed the State target of 800. Palisades Charter Elementary’ has been able to meet and exceed State requirements in each of its seven years of implementation during the last charter term in the 900s. In 2010 - 2013, 81.1% of students scored proficient or advanced
in ELA and 84.4% of students scored proficient or advanced in mathematics.

<table>
<thead>
<tr>
<th>Year</th>
<th>API Change</th>
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</thead>
<tbody>
<tr>
<td>2007</td>
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</tr>
<tr>
<td>2008</td>
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</tr>
</tbody>
</table>

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

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

The graph above shows that Palisades Charter Elementary has achieved some progress in improving our students’ California English Language Development Test (CELDT) scores. Specifically, increasing the percentage of CELDT growth (via the annual measurable achievement objectives (AMAOs)) and the percentage of Long Term English Learners (LTELs) attaining English proficiency for students in the school system for more than the 5 year CELDT proficiency rate (AMAO 2).

**DATA ANALYSIS AND REPORTING**

Teachers begin each year by assessing the skills the students have at the beginning of the year. These beginning of the year tests are a combination of teacher created materials, LAUSD adopted materials, as well as commercially available materials. The classroom teachers evaluate the results during grade level meetings, where student progress is analyzed with emphasis on the grade level standards, and performance on the Smarter Balanced Assessments. Once the results of the SBAC assessments are returned to the school, the data will be analyzed, and specific data driven decisions will be made. A course of action, or response, is identified as a way to map the curriculum units for the upcoming school year. This information will be used in addition to performance on additional teacher created tests, commercially available tests, publisher tests, portfolio assessments, rubrics, projects and IEP goals to determine student progress three times per year on the progress report. Vertical articulation between 5th grade and 6th grade is used to help identify students’ attainment of skills and readiness for transition into 6th grade. These meetings are planned and scheduled and involve all elementary schools and Paul Revere Middle School. Areas of need are identified from student scores on in-house tests and the team plans a course of action.
Palisades Charter Elementary uses a variety of language arts materials which may include but are not limited to the LAUSD adopted ELA program of Treasures, Core Literature, Lucy Calkins “Units of Study” (Writers Workshop) materials, and others. As such, we use a corresponding combination of assessments that may include:

- Portfolios
- Teacher observations/anecdotal records
- Student Journals
- Work samples
- Homework assignments
- Checklists
- Rubrics/Scoring Scales
- Teacher-devised tests
- Publisher-provided criterion reference tests
- Projects collected throughout the year.

**Overall School-Wide Growth And Improvement**

It is Palisades Charter Elementary’s goal to have its students meet the Local Control and Accountability Plan (LCAP) including, but not limited to: 100% graduation, academic proficiency for all students, 100% attendance, improved and increased parent and community engagement, and school safety. Palisades Charter Elementary also has as a goal, its students’ mastery of the Common Core State Standards, as measured by the Smarter Balanced Assessments of English Language Arts (ELA) and Math, the CST 5 grade Science Assessment, the Alternate Assessments, District Interim Assessments, and additional formative assessments.

**ELA Data**

Palisades Charter Elementary’s students have demonstrated increased scores over the last five years in English/Language Arts, Math, Social Studies and Science. As shown below, the Academic Performance Index (API) increased steadily as a District-affiliated Charter School was renewed five years ago. Palisades Charter Elementary’s LCAP goal is to increase by 15 points over the next five-year period.

The following graphs demonstrate the overall percentage growth in English Language Arts scores by proficient and above students, and demonstrate that the school has maintained a high level of academic achievement in ELA across all grade levels between 2010 and 2013. Many of our LCAP priorities revolve around improvement and maintenance of our proficiency and above rate in ELA. Palisades Charter Elementary’s goal is to increase by 1%, on a school-wide basis, as a measurement of Standards implementation and Academic achievement.

**ELA – Proficient & Advanced – All in Grades 3-5**

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>85.7%</td>
<td>87.7%</td>
<td>88.5%</td>
<td>88%</td>
<td>89.2%</td>
<td></td>
</tr>
</tbody>
</table>
Math – Proficient and Advanced

The following graphs demonstrate the overall percentage growth in Palisades Charter Elementary Math scores by proficient and above students. Our school-wide proficiency rate in 2014 was 90.5%. As shown in the graphs below, Palisades Charter Elementary has maintained a steady high level of academic achievement in Math across all grade levels between 2010 and 2014. Math scores continue to be near 100% and we had a significant increase in the proficiency rate, as shown by our 5th grade scores.

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>88.9%</td>
<td>88.7%</td>
<td>89.5%</td>
<td>90%</td>
<td>90.5%</td>
</tr>
</tbody>
</table>

Palisades Charter Elementary students continue to maintain growth with an above proficiency rate of 91% on the 5th grade Science CST score.

**2013 DATA SUMMARY – CALIFORNIA DEPT OF ED.**

Palisades Charter Elementary provides numerous supports to these Subgroups in an effort to meet proficiency requirements including an Intervention program, Class-Size Reduction Teachers, Instructional Assistants, and general education counseling services for Students Achieving Below Grade Level and IXL
Palisades Charter Elementary' API of 952 in 2013 and its consistent, continuous growth after its status as a District-Affiliated Charter School was renewed five years ago support the conclusion that the instructional program at Palisades Charter Elementary' is rigorous and aligns with the California State Standards and are Common Core State Standards-based. As demonstrated in the chart below, almost all subgroups met or exceeded their targeted growth benchmark.

In 2013-2014, the English Learners met its growth targets in AMAO 1, 2 and 3 and the proficiency rates at 31% RFEP reclassification rate. Our LCAP goals for English Learners are to:

- Increase by 1% yearly the students achieving Basic and above on the SBAC (or the equivalent measure for determining reclassification);
- Increase by 1% yearly in all three AMAOs;
- Increase by 3% yearly on the EL API (or new measure to be determined);
- Increase the reclassification rate by 1% yearly; and
- Maintain a suspension rate of 0%.

**ELA Accountabilities**

**Teacher AGT Summary By School Year**

**Time run: 3/16/2015 2:35:27 PM**

The report ran for Preferred Location (All Column Values), Year 2011-2013 AVG. Click on the numbers below to display Teacher AGT Detail.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total</th>
<th>YELLOW</th>
<th>GREY</th>
<th>GREEN</th>
<th>BLUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL GRADERS</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRADE 3</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>GRADE 4</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRADE 5</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total</th>
<th>YELLOW</th>
<th>GREY</th>
<th>GREEN</th>
<th>BLUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL GRADERS</td>
<td>9</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>GRADE 3</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRADE 4</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRADE 5</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data from shows Performance Data from October 2013 CDE CALPADS and LAUSD Elementary Schools Performance Framework 2013-2014. Provides the information needed to show the steady growth of each grade level and the school’s steady and consistent growth across the core subjects with students at or above proficiency.

**CELDT Performance Trend 2012-2014**

The graph below shows that Palisades Charter Elementary’ has achieved some progress in improving our students’ California English Language Development Test (CELDT) scores. Specifically,
increasing the percentage of CELDT growth (via the annual measurable achievement objectives (AMAOs)) and the percentage of Long Term English Learners (LTEs) attaining English proficiency for students in the school system for more than the 5 year CELDT proficiency rate (AMAO 2).

CST Performance Levels for Science 2013-14
CST Subscore Summary
For Selected Year of Assessment

School Year: 2013-2014
CST Subject: SCIENCE

<table>
<thead>
<tr>
<th>CST Test (GRADE 5)</th>
<th>Performance Level</th>
<th># Tested</th>
<th># Valid Scores</th>
<th># Items</th>
<th>Average Scaled Score</th>
<th>Average # Correct</th>
<th>Average % Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIENCE</td>
<td>FAR BELOW BASIC</td>
<td>1</td>
<td>1</td>
<td>60</td>
<td>284</td>
<td>22.0</td>
<td>36.7%</td>
</tr>
<tr>
<td></td>
<td>BASIC</td>
<td>7</td>
<td>7</td>
<td>60</td>
<td>332</td>
<td>38.0</td>
<td>63.3%</td>
</tr>
<tr>
<td></td>
<td>PROFICIENT</td>
<td>23</td>
<td>23</td>
<td>60</td>
<td>398</td>
<td>48.7</td>
<td>81.1%</td>
</tr>
<tr>
<td></td>
<td>ADVANCED</td>
<td>46</td>
<td>46</td>
<td>60</td>
<td>456</td>
<td>55.6</td>
<td>92.7%</td>
</tr>
</tbody>
</table>

Report ID: AGG7ES.1

CST Performance Levels
Summary Table

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Adv.</td>
<td>92.3%</td>
<td>84.6%</td>
<td>94.2%</td>
<td>91.0%</td>
<td>89.6%</td>
</tr>
<tr>
<td>Advanced</td>
<td>61.5%</td>
<td>62.8%</td>
<td>60.9%</td>
<td>64.2%</td>
<td>59.7%</td>
</tr>
<tr>
<td>Proficient</td>
<td>30.8%</td>
<td>21.8%</td>
<td>33.3%</td>
<td>26.9%</td>
<td>29.9%</td>
</tr>
<tr>
<td>Basic</td>
<td>7.7%</td>
<td>9.0%</td>
<td>4.3%</td>
<td>6.0%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>0.0%</td>
<td>2.6%</td>
<td>1.4%</td>
<td>1.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Far Below Basic</td>
<td>0.0%</td>
<td>3.8%</td>
<td>0.0%</td>
<td>1.5%</td>
<td>1.3%</td>
</tr>
<tr>
<td>BB and FBB</td>
<td>0.0%</td>
<td>6.4%</td>
<td>1.4%</td>
<td>3.0%</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

Report ID: AGG7GS.4

CST Science Results – GRADE 5 – This chart delineates the progress, which our students have made in 2013-14 towards proficiency for all.
The graph below shows how our English Learners have continued to show growth by scoring Proficient on the California English Language Development Test. (MyData and the CDE)

<table>
<thead>
<tr>
<th>School Year</th>
<th># EL</th>
<th># Reclassified</th>
<th>% Reclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>12</td>
<td>4</td>
<td>33.3%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>8</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>16</td>
<td>5</td>
<td>31.3%</td>
</tr>
</tbody>
</table>

Over the past three years, Palisades Elementary has continually been able to minimize the number of long-term English Learners. Our goal for English Learners who are identified in TK/Kindergarten is for reclassification by the end of second grade and/or the beginning of third grade. (See graph below.)

**PARENT ENGAGEMENT & SCHOOL SAFETY**

Palisades Charter Elementary’ parent community is very involved in our school. Parents are active members of our governance (via their participation in the Governing Council and attendance at committee meetings). Parents also volunteer frequently and at a high rate, as needed, to support Palisades Charter Elementary’. They also help support our students’ education through participation in organizations such as PEP and PTA. Parent involvement at Palisades Charter Elementary’ is one of its strengths. This is an area that can be further improved upon through guided parent mentoring programs with our parent organization’s support. One of our LCAP goals is to improve in this area, as this is a District Performance Meter. Last year, Palisades Charter Elementary’ had 31% of parents participate in the District’s yearly School Experience Survey. Our goal is to increase this participation percentage by 5% yearly. In addition we would like to increase the amount of parents that “strongly agree” to the responses below.
96% of our parents feel welcome to participate at Palisades Charter Elementary;

93% of Palisades Charter Elementary’ parents know that this school encourages me to participate in organized parent groups;

68% of Palisades Charter Elementary’ parents feel that they are a partner with Palisades Charter Elementary’ in decisions made about their child’s education; and

93% of Palisades Charter Elementary” parents responded that Palisades Charter Elementary’ provides opportunities to help them support their child’s learning.

School Safety

The School Report Card 2013-2014 reports how we would like to continue to improve is School Safety. The first priority of every school is to create a safe learning environment. Our school-wide focus is to decrease incidents of bullying and to improve our overall response to bullying by increasing our positive school-wide behavior culture, also known as Tribes.

- 90% School grounds are safe - Student Report (SR).
- 96% School grounds are safe – Parents Report (PR).
- 87% Adults at this school respond to bullying – SR
- 75% Adults at this school respond to bullying - PR


Attendance

Improved student engagement, through improved attendance is a District Performance Meter and LCAP school goal. One of Palisades Charter Elementary’ LCAP goals is to increase the percentage of students with 96% attendance rate or higher by 1% yearly. Our other LCAP attendance goal is to decrease the number of students who are chronic absentees (16 days or more) by 1% yearly.

96% and above of our students attend:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>2013-14</td>
<td>LAUSD</td>
</tr>
<tr>
<td>71%</td>
<td>74%</td>
<td>72%</td>
</tr>
<tr>
<td>28% below 96%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In order to be considered an “Excelling” school, Palisades Charter Elementary’ needs to improve students’ attendance rate, maintain our zero % suspension rate and improve AGT to “excelling” measure. Student attendance rate is currently above the District benchmark on the 2012-2013 Performance Meter and annual reporting of the LCAP.
Measuring Pupil Progress Toward Outcomes: Formative Assessments

According to Bul-5439.0 – Periodic Assessments: This Affiliated Charter School, Palisades Charter Elementary’, shall determine our development, implementation or use of periodic assessments according to the needs of our students, within the limits permitted by the Education Code. Affiliated Charter School, Palisades Charter Elementary’, may choose to use District assessments or design our own and will determine the timing of such assessments and coordinate with the respective Educational Service Center (West).

Student outcomes are measured through diagnostic, formative and summative data. Assessment of student progress is a valuable tool for the measurement of teacher and student growth for school-wide improvement. To ensure that all students meet statewide performance standards, and to validate continued evidence of student learning, Palisades Charter Elementary’ shall conduct testing pursuant to the State of California’s Education Code, as well as through the ongoing development of its own assessment and evaluation processes. Teachers will use a variety of assessments to measure student achievement and progress, and will also individualize programs of instruction, and validate and improve teaching methodology to foster student learning.

Data Analysis and Reporting

Data will be collected by Palisades Charter Elementary’ teachers and principal in the Professional Development teams for analysis, and reviewed on a monthly basis. These teams will organize, plan or create meaningful professional development sessions for the entire faculty and staff. SBAC, CELDT and CAPA scores will be presented in a timely manner at the beginning of each school year. Information from the CDE and the District’s My Data online systems will assist with disaggregation of data and interpretation of the scores. Progress reports, report cards and intervention statistics will provide data on student academic achievement. Once the results of the SBAC assessments are returned to Palisades Charter Elementary’ the data will be analyzed and specific data driven decisions will be implemented for the best researched based strategies for students.

The Professional Development teams will review the data and examine the areas that suggest the need for instructional improvements. Grade levels will study student work and examine individual lessons, by subject area and grade levels. The grade levels will present “best practices,” analyze the characteristics of successful content area programs, and establish criteria for the evaluation of assessments, units, lessons and projects.

How Students’ Progress is Reported to Families

Individual classroom teachers are primarily accountable for assessing their students’ achievements with regard to standards-based, grade-level work and achievement of grade appropriate content standards, as well as by progress toward mastering the skills, knowledge, and attitudes required for advancing to the next grade level. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade level by regular student assessments aligned to the school’s, District’s, and State’s curricular standards as appropriate for each grade level and content area. Student progress toward achieving the school’s desired grade-level standards will be communicated to students’ parents by providing timely feedback on class assignments, homework assignments, and by means of the 6-week Below Proficient Parent Reports, Progress Report and regular conferences with students’ teachers. Progress is reported to the parents three times annually using the LAUSD Progress Report and the Report of Progress Toward the Achievement of IEP Goals, as applicable. Additionally, parent conferences are conducted at the end of the first reporting period and as needed within the second and third reporting periods. The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers’ daily work assignments. Students earn a “4” for Advanced Proficient Levels; “3” for Benchmark Proficient Levels; “2” for Partial Proficient Levels; and “1” for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: Language Arts including reading, writing, listening, and speaking; Mathematics; History and Social Science; Science; Health Education; Physical Education; and the Arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development are supported through our Tribes
program (i.e., learning and social skills) include mutual respect, attentive listening, appreciations, no put-downs, and right to pass.

**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.

**Standardized Testing**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Charter School will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.
ELEMENT 4 GOVERNANCE

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 petition and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, including but not limited to provisions related to Local School Leadership Council composition and responsibilities and provisions regarding existing councils and committees that have an independent statutory basis (e.g., Title I School Site Councils).

Charter School shall comply with the Brown Act and the Public Records Act.

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Local School Leadership Council are and remain consistent with applicable laws, District policy, any applicable District-UTLA waiver(s), and the provisions of this Charter.

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and regulations, and District policies, including BUL-5439.0, Affiliated Charter Schools, as they may be changed from time to time.

LOCAL GOVERNANCE STRUCTURE, PROCEDURES, AND OPERATIONS

Palisades Charter Elementary is an affiliated charter school within the western boundaries of LAUSD. Palisades Charter Elementary’ Governing Council operates under the LAUSD Board of Education, which oversees us. The site based Governing Council is the chief decision making body of the school.

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3 “The composition of the governance council and election process is subject to an approved waiver from the UTLA collective bargaining agreement. Absent a waiver, the governance council’s composition and election process must abide by Article XXVII of the cba.

4 Provisions pertaining in this element related to decision-making and implementation of professional development, budget authority, committees, technology, curriculum, etc., must comply with all applicable collective bargaining agreements or approved waivers.
GOVERNANCE STRUCTURE OF THE SCHOOL

GOVERNING COUNCIL: Purpose, Composition, and Term of Office

Purpose. The on-site governing body of Palisades Charter Elementary School is known as the Palisades Elementary Governing Council ("Governing Council"). The Governing Council serves as the consensus-oriented, decision-making body for Palisades Charter Elementary. It governs the following areas: curriculum implementation and professional development, scheduling, budgeting, assessments and programing, technology, educational programming, parent outreach, and assessments. Palisades Charter Elementary will comply with all CBA of the staff on our campus. The committees’ responsibilities include approving the allocation of categorical block grant funding—which stands as a consistent priority for class size reduction, grants, and donations and setting the policies and procedures necessary to achieve the goals of Palisades Charter Elementary within the authority of the Educational Support Center Superintendent and LAUSD Board of Education. In doing so, it is expected that the Governing Council’s actions will enhance the learning experience for each student, promote overall student achievement, and ensure that each PE Palisades Charter Elementary student obtains the best education possible. It is the expectation that all Governing Council representatives and alternates from each constituency will attend each Governing Council meeting to ensure that decisions of the Governing Council may be made in a timely and efficient manner. The Governing Council's actions and decisions shall be bound by the decisions of the Educational Support Center Superintendent, Los Angeles Unified School Board, LAUSD policies and procedures and State laws applicable to charter schools. Palisades Charter Elementary will comply with the District policy related to Charter Schools, as it may be changed from time to time.

Composition. The Governing Council will be comprised of six certificated employees (including the UTLA Chapter Chairperson), one Principal, four parent-community representatives and one classified representative. Its respective constituency will elect each category of representatives. There will be two certificated employee alternates who would step in and become the voting member in absence of elected one, two parent-community representative alternates, one Principal alternate and one UTLA representative alternate (i.e., Assistant Principal for the Principal (or an alternate identified designee) and another UTLA Chapter officer (or an alternate identified designee for the UTLA Chapter Chairperson), and one classified representative alternate. The Governing Council officiates over 5 separate committees commonly referred to as sub-committees. These Committees include the Personnel Selection Committee (Human Resources Committee), Curriculum and Professional Development Committee, Technology Committee, Budget Committee, and Parent Community Outreach Committee. The Governing Council has the authority to create additional ad hoc committees on an as needed basis.

Members of the Governing Council and any other committees of the school shall comply with federal and state laws, LAUSD Charter School policies and regulations and District policies regarding ethics and conflicts of interest.

The composition of the governance council and election process is subject to the UTLA collective bargaining agreement. Absent a waiver, the governance council's composition and election process must abide by Article XXVII of the Collective Bargaining Agreements of all LAUSD stakeholders.

Term of Office: Elected Members. Each elected representative will serve for a 1-year term will be elected by his/her constituency (i.e., teachers will elect the certificated representatives; classified staff will elect the classified representative; parents will elect the parent representatives). The only exceptions to this procedure are the Principal and the UTLA Chapter Chairperson, each of whom shall serve on the Governing Council as "members by position," not as elected representatives. Representatives may run for re-election. If a position on the Governing Council is vacated before it expires, then an elected alternate from the same constituency will fill that position for the remainder of the vacated member's term of service.
**Elections.** Elections to select the certificated and classified representatives to serve on the Governing Council shall be held within the first month of school in the particular academic year. The election of the parent community representatives to serve on the Governing Council shall comply with the following guidelines or alternate procedures approved by the Governing Council:

(i) Elections to select the parent community representatives shall be held during the spring prior to the end of the current academic year. Elections are held with the intent that the newly elected parent representatives to the Governing Council will transition to their new positions during the summer, in time to assume appropriate Governing Council responsibilities by the first Governing Council meeting in the Fall. During the first School Site Council meeting after this Governing Council meeting the appointment of the next year’s official representatives is confirmed by consensus.

(ii) Notification of the election and nomination forms will be announced and made available to the parent community no less than two (2) weeks prior to the election. A deadline for the return of nomination forms will be specified.

(iii) The names of those whose nomination forms are received by the Palisades Charter Elementary school office by the publicized deadline will be placed on the ballot and considered candidates.

(iv) Families will receive only one (1) vote per parent for each student who is enrolled at Palisades Charter Elementary.

(v) In order to prevent multiple ballots per family, ballots and candidate statements will be sent home along with two unmarked envelopes. Each family will cast its vote and place the ballot in one of the unmarked envelopes. The first envelope containing the ballot should then be inserted into the second envelope. The second (outside) envelope should then be annotated to list the names of the parents, the names of their children/students and the classroom numbers of their children/students. This envelope should be turned in to the Palisades Charter Elementary School office by the deadline designated on the ballot. However, if Palisades Charter Elementary determines a technologically secure way for parents to vote electronically, this alternate method may be used. Each envelope received is checked off of the school’s master enrollment sheet to ensure this.

(vi) Once a ballot has been received by the Palisades Charter Elementary’ office, a member of the Palisades Charter Elementary’ office staff will check off the students’ names on a master list in order to document the identity of voters and to prevent multiple ballots per family. The same staff member will then remove the unmarked, anonymous inside envelope from the outside envelope, place the inside envelope in the ballot box, and retain the outside envelope on file in the Palisades Charter Elementary’ office until the first Governing Council meeting of the next school year adjourns.

(vii) A committee comprised of representatives from at least two (2) of the Governing Council constituencies will count the ballots.

(viii) The two candidates with the most votes shall be the elected parent constituency representatives and the candidate with third most votes shall be named as alternate, for the same two-year term. If, as a result of premature vacancies, more than two parent representatives are to be elected in any one year (including to serve as an alternate due to a vacancy in the alternate position), then the two candidates receiving the most number of votes shall serve for a two-year term, the candidate receiving the third most number of votes shall serve for a one-year term, and the candidate receiving the fourth most number of votes shall serve as alternate for a two-year term, so that the staggered two-year term system is maintained.

(ix) Palisades Charter Elementary’ will announce the election results in the next Principal’s email blast and or a ConnectEd message.
Governing Council: Meetings, Agenda, Rules of Order and Authority.

Meetings. The Governing Council meets monthly. All Governing Council meetings shall be open to the public. The Governing Council and committees shall comply with the Brown Act. The Governing Council meets monthly during the academic year, with additional meetings scheduled, as necessary. As the Chairperson of the Governing Council, the Principal shall have the authority and the responsibility for running the Governing Council meetings as determined by the contract of all employees. Agendas and meeting notices will be posted and or announced through Connect Ed, the Principal’s email blast, and the school marquee 72 hours in advance. Meeting minutes are available to the public through posting in the main hallway.

Agenda. Any member of a constituency represented on the Governing Council may submit agenda items to any Governing Council member. The Principal shall be the Governing Council member having the authority and responsibility for gathering and posting the agenda items. The agenda items will be posted on the community bulletin board in the main hallway of Palisades Charter Elementary on the first school day of the week of the particular Governing Council meeting. In order to be included on the community bulletin board, an agenda item must be submitted to the principal no later than the Wednesday prior to the week of the particular Governing Council meeting, which aligns with the Brown Act requirements by posting the agenda, minutes and future discussions well before the required 72 hours.

Decision-Making. Palisades Charter Elementary’s Governing Council seeks to ensure consensus in all areas of discussion, planning and decision-making among its various member constituencies. Faculty, staff, parents/guardians, pupils and administrators are encouraged to bring ideas and concerns to the monthly meetings, or to one of the Governing Council Committees, by submitting written proposals and/or by attending and participating in open committee meetings. Palisades Charter Elementary’s stakeholders believe that building consensus within each constituency group first, then at the sub-committee level, facilitates Governing Council’s approval of new ideas and its implementation of programs and policies. Governing Council will request individual standing committees to review matters before it takes positions on issues, and it will consider recommendations from the committees prior to making a decision regarding subject matter within the purview of said committee(s). To ensure efficiency in implementing decisions without delaying for follow-up ratifications, Governing Council may also task and empower a particular standing committee to act within very limited and specified parameters without the need for a further vote, subject to that committee reporting on the same at the following month’s Governing Council meeting. The delegated sub-committee would report out its findings and suggested implementation. The Council reviews this and then a consensus agreement amongst the Governing Council voting members would be made when the sub-committee makes its report and/or recommendations.

Voting. The Governing Council governs by consensus. In the event that consensus cannot be reached on a particular issue, which determination shall be made by majority vote, then decisions shall be made by at least a two-thirds (2/3) vote of the elected representatives serving on the Governing Council. If a decision cannot be made, the Governing Council can defer a decision by one meeting to confer with the sub-committees prior to voting.

Minutes. The Principal shall be the Governing Council member having the authority and responsibility to have the minutes taken by the secretary of the Governing Council meetings transcribed and for running of the meeting. The principal will have the minutes posted on the community board. The draft of the meeting’s minutes of each Governing Council meeting will be posted on the community bulletin board in the main hallway of Palisades Charter Elementary within ten (10) days after a meeting and after their approval at the next meeting a final copy will replace the draft on the board. A copy of the minutes will also be available in the Palisades Charter Elementary’ office upon request. Each meeting will revisit the minutes from the previous meetings and then approved. These approved minutes are immediately posted on the community information board.
**Authority.** The Governing Council shall have the authority to approve the recommendation of the budget sub-committee on the allocation of categorical block grant funds, and other funds. The Governing Council shall also have authority over:

(i) The approval of the budgeting of monetary allocations, from the categorical block grant, PEP donations, or other funds. The Fiscal Relationship of the school is an autonomy granted to Palisades Charter Elementary’ in regards to the Categorical Block Grant Funds and other donations by LAUSD Board of Education.

Palisades Charter Elementary’ as an affiliated charter school shall have control over the budgeting and expenditure of its categorical block grant funds, including, but not limited to, the right to maintain such funds and/or establish reserves for carry over for future school year expenditures. It is understood, however, that a portion of categorical block grant funding is provided to affiliated charter schools, which is and can be used to support class size reduction. The Palisades Charter Elementary’ as an affiliated charter school will oversee the receipt and management of the categorical block grant and other fund allocations, and shall be expected to adhere to generally accept accounting principles.

(iii) Palisades Charter Elementary’ will conform to and operate under the District’s Donation policy.

(iv) The establishment, and the supervision and approval of the activities, recommendations, and expenditures of all the school’s’ sub-committees. The Governing Council shall have authority to task specific committees to review, research and make recommendations on specific matters under consideration and create ad-hoc committees as necessary. All Committee recommendations shall be subject to ratification by consensus of the Governing Council as a whole unless the committee is tasked and empowered by the Governing Council to act.

(v) The approval of the annual Palisades Charter Elementary’ schedules and events at the school. The school will follow the traditional calendar as determined by the District.

(vi) The prompt response to all inquiries from the LAUSD or the California State Superintendent of Public Instruction.

(vii) The implementation of Curriculum and site level Professional Development.

**Governing Council: Committee Descriptions, Committee Guidelines, Organization Chart and Flow Chart**

Committees. Committees meet on a monthly basis. Membership is open to all stakeholders mentioned below and is voluntary. The number of members per committee varies depending upon the number of members who volunteer to sign up at the initial meeting. The Governing Council has established the following Committees:

(i) **Personnel Selection Committee (Human Resource Committee)**

The Personnel Selection Committee is comprised of two parent representatives, principal, and four teachers. The committee will have a ratio of no less than two-thirds teachers to parents. The principal may sit in on the committee meetings at the principal's own discretion. All members will have an equal voice in an effort to build consensus for all selection decisions. Personnel Selection Committee meetings are open for members who join at the beginning of the year (as are all other committees). The committee is responsible for interviewing, selecting, and recommending potential hires for classified staff, certificated staff, and STAR program personnel in accordance with District and Personnel Commission rules and in accordance with collective bargaining agreements. Site-selection processes will be subject to all applicable provisions of Education Code and collective bargaining agreements.
(ii) **Curriculum and Professional Development Committee:**

This committee is comprised of certificated staff and parents who oversee curriculum and site level professional development areas. Representation from each grade level/special education is desirable. This committee and faculty are responsible for selecting and implementing, curriculum, instructional materials, assessments and instructional methodology aligned with the educational program of the charter, the demographics of the school as well as the Common Core State Standards.

According to LAUSD Policy Bulletin 5439, Palisades Charter Elementary’ shall have full autonomy in their instructional programs and choice of curricular materials, consistent with the requirements of section 60000 of the Education Code, the Williams settlement, and the terms of their respective charters petitions. Additionally, “Should any subsequent updates, revisions, or changes occur to BUL-5439.0, Affiliated Charter Schools, Palisades will adhere accordingly to the requirements”.

The committee leads the faculty through the process of selecting California approved textbooks, instructional methods, and curriculum in accordance with the Charter’s mission and vision. They are also responsible for researching state adopted and LAUSD recommended program and curriculum materials, in addition to programs and curricular activities suggested by Palisades Charter Elementary’ stakeholders. After completing its due diligence, the committee shall present its recommendations to the staff in an effort to build consensus prior to submitting the curriculum or program to the Governing Council for final approval. When specifically tasked by Governing Council, the committee has the authority to approve or disapprove individual programs it has been asked to review. The committee, however, must advise the Governing Council as to the reasoning behind its decisions.

The committee is also responsible for fostering site level professional growth and innovative teaching strategies through professional development initiatives, including lectures, seminars, workshops, and off-site training. The committee conducts annual staff surveys regarding professional development and curriculum needs. This committee is also responsible for surveying staff with regards to professional development needs and goals. In addition, the committee will facilitate the scheduling of professional development programs and workshops. The curriculum committee will be responsible for half of the twenty-six Professional Development times and the principal the other half. The committee and the principal will collaborate to develop a tentative schedule for the upcoming school year prior to the end of the current school year. The two may collaborate on the needs and goals of the school to fulfill the mission and vision of our school.

As a District Affiliated Charter School, Palisades Charter Elementary’ is eligible to participate and/or receive funds for attending District offered and required professional development. Should any subsequent updates or revision, or changes occur to BUL-5439.0 Affiliated Charter Schools, Palisades will adhere accordingly to the requirements.

Any new programs that impact instructional minutes must first be brought to the appropriate committee in accordance with the Palisades Charter Elementary’ New Idea Approval Process. Palisades Charter Elementary’ expanded the technology plan for teachers and students again in 2014-2015 to include the expansion and upgrading of our laptop program. We have now 2:1 laptops in grades 3 – 5 and each of these classrooms now have an Apple TV, K-2 rooms have Smartboards. Each teacher has a laptop and a Ipad to encourage and integrate instruction and technology with the CCSS and state adopted curriculum.

This committee is comprised of certificated staff, parents, principal and the school’s informational systems professionals. The committee oversees the implementation of the school’s technology plan and works with the Curriculum and Professional Development Committee to plan and implement technology professional development sessions. The members of this committee shall, within the budgeting cycle,
make recommendations by consensus for the allocation of any technology budget to staff, budget committee, and then to Governing Council. The technology committee is responsible for creating a budget for future technology plans and ensuring the sustainability of current programs. The technology curriculum plan selected by the committee, as well as the required system maintenance expenses, may be funded upon approval through identified funding sources.

(iv) Budget Committee:

The Budget Committee is comprised of the principal (who serves as chairperson), a teacher representing grades K through 2, a teacher representing grades 3 through 5, the UTLA chapter chair person, two parents representatives, and the SAA. Committee members are responsible for the development and oversight of the annual school budget, comprised of funding from sources, such as LAUSD, the categorical block grant funds, grants, donations, campus generated income, and any other sources identified. Committee members will develop the budget with input from stakeholders, who have identified annual funding priorities. The committee members will also ensure that the budget remains balanced. The committee is responsible for presenting the annual budget to the Governing Council for approval and for keeping the Governing Council informed of any changes. Any significant changes or costs during a budget cycle will be brought to the Governing Council for ratification.

(v) Parent Community Outreach Committee: This committee is comprised of both staff and parents. It conducts parent outreach, facilitates lecturers, workshops, and other events related to the Palisades Charter Elementary school community. This committee also develops and conducts an annual school community satisfaction survey reporting the results to the Governing Council.

Faculty/School-Based Committees – not official committees, but faculty-based responsibilities would be ad-hoc if needed.

b. Committee Guidelines. The following guidelines apply to all committees:

(i) All standing committees of the school are sub committees operating under the Governing Council and shall operate in accordance with the Brown Act. As such, notice of meetings shall be announced within 72 hours in advance through the Principal’s email blast, Connect Ed, and/or school marquee.

(ii) Membership on a committee means signing up within the first four weeks of the beginning of the school year, attending meetings regularly and sharing the workload and responsibilities of the committee. A member’s inconsistent attendance or inability or unwillingness to maintain commitment to the committee and the necessary responsibilities of committee membership will result in removal from the committee by the committee chairperson and principal.

(iii) All Committee positions must be confirmed and filled by the first Governing Council meeting of the academic year.

(iv) Staff members of Committees are required to serve a minimum of two years when possible.

(v) All Committee decisions will be made in the same manner as for Governing Council, in a consensus-oriented model. Even if agreement on a particular issue cannot be reached, consensus may none-the-less be reached to proceed on a particular issue without a vote. In the event consensus cannot be reached, a majority vote by committee members will rule. The majority vote shall be made by the official committee members.

(vii) Each committee will be comprised of certificated staff and parent/community volunteers, as determined by the Governing Council and this charter.

(viii) Each teacher shall be required to serve on at least one committee for the entire year. Serving on the Student Success Team fulfills a teacher’s school responsibility obligation.
(ix) The term of committee membership is a desirable minimum of two years to provide continuity (unless it is the Curriculum and Professional Development Committee and a change of grade occurs for a teacher who is a member of that committee). To ensure continuity of goals, activities, etc., every effort will be made to have overlapping terms.

(x) Each committee will select a chairperson(s) to serve for one year. This chairperson(s) (or their designee) will attend and report on or give an update of the committee’s work at the next Governing Council meeting.

(xi) The Governing Council will consider recommendations from committees prior to making the final decision or advise otherwise that a committee is able to make the final decision. In making a final decision, Governing Council will take into consideration funding source. The information is addressed at monthly meetings.

(xii) The meetings will follow the written Agenda. All items necessary to be voted on must be on the Agenda. Issues that are added to the Agenda after being posted and distributed can be discussed but not voted on until the next scheduled meeting. New issues for the next scheduled meeting can be added as new business and/or added prior to the Agenda being posted.

**Stakeholder Involvement**

All stakeholders at Palisades Charter Elementary are participants in a team that nurtures and encourages every child to learn. The principal, teachers and parents foster high expectations for all students, and work together to close the achievement gap and ensure that every student reaches the highest level of proficiency for them. The principal with teachers emphasize the process of learning, encouraging innovation with instruction and students’ demonstration of knowledge through many different modalities and across the curriculum. It is important that we instill a love of learning in every child, providing appropriate resources and building on individual strengths. Palisades Charter Elementary will maintain a safe and respectful environment for every student. The staff and parents acknowledge and value every voice, and we encourage collaborative decision-making and shared governance. This collaboration extends from school to home and then into the larger Palisades community.

Further, in our governance the Structure of the School, including “procedures To Ensure Staff, Student, Parent and Overall Stakeholder Involvement” follow the Ed. Code § 47605(b)(5)(D). The Los Angeles Unified School Board is the governing body for Palisades Elementary Charter School. The school site governance structure is the Governing Council.

**Organizational Chart**

The following chart sets forth the organization of Palisades Charter Elementary as an Affiliated Charter school within LAUSD. The chart also represents the flow of the Consensus Building Model for Decision Making and School Governance.
Building Consensus for New Ideas: When a stakeholder brings forth a new idea, he/she is directed to the appropriate sub-committee. The sub-committee discusses the idea. If the sub-committee feels that the idea is aligned to our academic vision and mission, rigor and relevance, as stated in this document, then the idea is shared with the faculty. If the faculty feels that the idea would benefit our students, it is then taken to Governing Council for approval and funding.
Parents supporting Palisades Elementary Charter School and its programs
BUILDING CONSENSUS FOR NEW IDEAS

- NEW IDEA
  - PRESENT NEW IDEA TO APPROPRIATE COMMITTEE
    - BUILD CONSENSUS FOR NEW IDEA
      - PRESENT NEW IDEA TO STAFF
        - CONTINUE TO BUILD CONSENSUS
          - PRESENT TO GOVERNING COUNCIL for APPROVAL
            - FUNDING
**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

**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 charter, is received or discovered by the District, Charter School shall cooperate with any resulting 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 Educational Service Center 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 Educational Service Center 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, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Educational Service Center in writing of any internal investigations within one week of commencing investigation.

**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.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**STAFFING**

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

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

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

**Certificated Personnel**

Selection of certificated staff shall comply with current California Education Code, District policy, and applicable collective bargaining agreements. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates as determined by Human Resources, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases where no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

**Classified Personnel**

Selection of classified staff shall be in compliance with the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act).

**Professional Development**

Charter School shall comply with and implement any District-mandated professional development. Otherwise, Charter School shall have full autonomy in the selection and implementation of professional development programs for its employees to meet its site-specific needs. Any professional development
required by the District for newly-adopted curriculum selected by Charter School will be funded by the District consistent with its practice for other District schools.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergencies, 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 employee–to–student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other employees, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to fingerprinting and criminal background checks.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to tuberculosis 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 pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq.
ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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. Integration Program resources currently provided to certain District affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and/or other reasons.

NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS

As a District affiliated charter school, Charter School shall continue to support the District’s commitment to provide all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement.

FEDERAL PROGRAM COMPLIANCE

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Elementary and Secondary Education Act.
ELEMENT 8 ADMISSION REQUIREMENTS

GENERAL PROVISIONS

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

Students who participate in the lottery but are not selected will be placed on a waitlist. 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.

In the event that Charter School reaches capacity and appears unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall consult and coordinate with its Education Service Center administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that the school remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, the school is able to enroll every student who resides within the school’s former attendance boundaries who wishes to attend.

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

The Charter Schools Act requires charter schools to admit all pupils who wish to attend the school. If the number of pupils who wish to attend the charter school exceeds the school’s capacity attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district. (Ed. Code, section 47605(d)(2)(A) and (B).

Palisades Charter Elementary does not discriminate on the basis of any protected category in any of its policies, procedures or practices in compliance with federal civil rights laws. Categories are student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition as per Section 422.55 of the penal code.

Once enrolled, existing students are exempt from the lottery and have a right to remain enrolled in the school regardless of any change in residence or enrollment capacity constraints. However, if it is discovered that a parent or guardian fraudulently presented the school with residence information in order

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5 “Continuing students are exempt from a lottery. Regarding lottery preferences, the Charter School’s first priority is to admit those who reside in the former attendance boundary of the school, including students whose home school is Palisades Charter Elementary based on the Permits With Transportation (PWT) Program.”
to gain admittance to the affiliated charter school, the student shall be transferred to the appropriate school of residence. Students, who reside within the attendance boundaries of the school, are identified by LAUSD. Priority #1, if space allows. Students within the category of Priority #1 are eligible for enrollment without participating in the lottery. All other applicants will be Priority #2.

**LOTTERY PROCEDURE**

In approximately late March/early April of each academic year, Palisades Charter Elementary will open the Lottery participation window for non-resident families.

Regardless of whether it expects to reach its capacity, Palisades Charter Elementary shall conduct a lottery to establish a waitlist from which it can draw in the event it does not reach its capacity. At the end of the Application Period, the names of non-resident applicants will be organized by applicant grade level and a lottery shall be conducted in the following manner:

Lottery applicants will be divided into two groups: one for students residing outside of the school's boundary, but within the LAUSD boundaries, and one for students residing elsewhere within the State of California. Within each of these groups, the students will be subdivided by the grade for which they are applying. The cards in these subdivided groups will be individually folded and then placed in a box (one subgroup at a time.)

Lottery applicants are strongly encouraged to hand-deliver their completed applications to the office during its normal business hours (i.e., 9:00 a.m. - 3:00 p.m., Monday - Friday). The school will not be responsible for any lost, delayed, misdirected, mutilated, indecipherable or illegible lottery applications, regardless of whether caused by reason of a force of nature, majeure event, the conduct of any of the school's personnel, the conduct of the U.S. Postal Service or any other third party.

Once the lottery window closes approximately one - two weeks later, a drawing will be held in the school library. Family members of lottery applicants and any other members of the public are welcome to attend, but attendance is not required.

A school administrator, a classified staff representative, and a parent representative from the Governance Council shall conduct the random drawing of names from the box to establish the waitlist in the following manner:

The names of all student applicants who reside within LAUSD boundaries, but outside of the school's boundaries, will be randomly drawn are drawn according to grade level and placed on a waitlist in the order drawn. Next, the names of all student applicants who reside outside of LAUSD boundaries, but within the state of California will be randomly drawn.

After the Lottery drawing has occurred, families of applicants may call the school or come to the office in person to inquire about their child's position on the waitlist. The waitlist shall be held in the Palisades Charter Elementary' office, accessible only to office staff and principal.

If, at the beginning of or during the school year, space becomes available, the administration may offer enrollment to students in order from the waitlist. The principal or someone designated by the principal to be the administration representative will contact these prospective students' families by phone and notify them of the open position and also notify them when application materials will be due. The prospective student's family will have 36 hours to reply. The school will keep on file all records and documentation of the fair execution of the lottery procedures. The place to be determined at the conclusion of the school year.
**SCHOOL FOR ADVANCED STUDIES (SAS) PROGRAM**

If Charter School offers a SAS Program, it shall not consider any student's interest in the program in determining admission to the 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 admission guidelines.

**MAGNET PROGRAM**

Indicate below whether Charter School offers a Magnet:

No, Charter School does not offer a Magnet Program.

If Charter School offers a Magnet Program, Charter School shall continue to provide admission preference to pupils from LAUSD as determined by the Magnet Program and consistent with Crawford v. Board of Education court order.

**MCKINNEY-VENTO HOMELESS ASSISTANCE ACT**

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

**NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
ELEMENT 9 – ANNUAL FINANCIAL AUDITS

GENERAL PROVISIONS

The fiscal operations of an Affiliated Charter School will be supervised by LAUSD. The Affiliated Charter School will not have a separate audit but will be a part of the annual audit for LAUSD. The Affiliated Charter School will follow all financial procedures and financial policies of LAUSD. This shall include, but not be limited to, purchasing, student body funds, student store, payroll, imprest funds, payment approval for goods and services, and follow guidance from the Educational Service Center.
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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.

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 comply with and implement the District’s Discipline Foundation Policy and/or current equivalent policy.

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

Charter School knows and 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 due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE

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

**GUN FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate District Educational Service Center to seek assistance in enrolling in another District school. Alternatively, the student may pursue an inter-district transfer in accordance with current enrollment and transfer policies of the District, or seek enrollment at another charter public school.
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

As a District affiliated charter school, all administrators, faculty and staff of Charter School are LAUSD employees. All Charter School employees will be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.
ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

To Charter School: Palisades Charter Elementary School c/o School Principal 800 Via De La Paz Pacific Palisades, CA 90272

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

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

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.
The Los Angeles Unified School District is the exclusive public school employer of the employees of Charter School for the purposes of the Educational Employee Relations Act (EERA).
ELEMENT 16 CHARTER SCHOOL CLOSURE PROCEDURES

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 Superintendent or his/her designee approves Charter School’s request to revert to a District traditional school.

In the event of a Closure Action, unless express LAUSD Board action directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

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. 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 District traditional 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 how to enroll or transfer the student to an appropriate school. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

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 CSD.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s 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 will adhere to all applicable district, state, and federal laws, policies and regulations regarding facilities.
ADDENDUM

ASSURANCES AND AFFIRMATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).


- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).
NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

GENERAL INFORMATION

- The contact person for Charter School is Joan Ingle, Principal.
- The address of Charter School is 800 Via de la Paz, Pacific Palisades, CA 90272.
- The phone number of Charter School is 310-454-3700.
- Palisades Charter Elementary located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 4 and Educational Service Center West.
- The grade configuration of Charter School is K - 5.
- The grade level(s) of the students in the first year will be K-5.
- The scheduled 2015-2016 opening date of Charter School is August 18, 2015.
- The current operational enrollment capacity of Charter School is 549 for all District affiliated charter schools, the District determines each school’s 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).
- The type of instructional calendar will be: Traditional
- The term of this charter shall be from July 1, 2015 to June 30, 2020.

Local Control Funding Formula (LCFF)
Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), in accordance with District policies and procedures, as they may be amended from time to time.

INSTRUCTIONAL DESIGN

Curriculum and Instruction
Charter School shall transition to and implement the Common Core State Standards and CAASPP in accordance with District policy and timelines.

Transitional Kindergarten (for elementary schools only)
Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten.

WASC Accreditation
If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.
**Academic Calendar and Schedules**
Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

**MEETING THE NEEDS OF ALL STUDENTS**

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

**Gifted and Talented Students and Students Achieving Above Grade Level**
Charter School will continue to use LAUSD’s GATE identification process, adhere to District policy regarding GATE, and reimburse the District for testing and processing on a fee-for-service basis.

**Students with Disabilities**

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

**Conversion Affiliated Charter**

1. **District Affiliated Charter School’s Special Education Responsibilities**

   a. **General Requirements**
   
   The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status. The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School. The District Affiliated Charter School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and
information, participate in reviews, and attend informational sessions and
meetings at the District’s request.
The District Affiliated Charter School will use District forms to develop, maintain,
and review assessments and Individualized Education Programs (“IEPs”) in the
format required by the District and will enter accurate assessment and IEP data
into the District’s designated data system (Wellgent) in accordance with LAUSD
policies and procedures. The District Affiliated Charter School will maintain
copies of assessments and IEP materials for District review. The District
Affiliated Charter School will submit to the District all required reports, including
but not limited to CASEMIS, SESAC and Wellgent IEPs, in a timely manner as
necessary to comply with state and federal and Modified Consent Decree
requirements.
The District Affiliated Charter School shall keep daily attendance for each student
which shall be reported and certified according to District policies and
procedures.
The District Affiliated Charter School will participate in the state quality assurance
process for special education (i.e. verification reviews, coordinated compliance
self-reviews, complaints monitoring, procedural safeguards, and the local plan).
The District Affiliated Charter School will participate in internal validation review
(“DVR”).
The District Affiliated Charter School is responsible for the management of its,
personnel, programs and services. The District Affiliated Charter School will
ensure that its special education personnel or contracted personnel are
appropriately credentialed, licensed or on waiver consistent with California laws
and regulations. The District Affiliated Charter School will implement the
programs and services, including providing related services, required by the IEPs
of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

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

c. Assessments

The referral process shall include Student Success Team (SST) meetings to
review prior interventions, accommodations and modifications and to recommend
further interventions as appropriate. The referral process shall be supported by
the Response to Intervention (RTI) model approach using data to identify student
strengths and weaknesses. Upon review of accumulated data, observation and
review of records, the District Affiliated Charter School may determine that
assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent’s request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional
strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers. The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

**g. Student Discipline/Inclusion**

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

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

**2. Procedural Safeguards/Due Process Hearings**

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

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

4. Funding of Special Education

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

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

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

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

*Modified Consent Decree Requirements

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

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District’s current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

# The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.

CBEDS, which is due at the end of October of Each School Year.

All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

Schools that are currently on MiSiS can disregard the above data requests.

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. Cal. Ed. Code §§47605(c)(1), 60605. Charter School will work toward meeting the student outcome goals set forth in the LAUSD’s Performance Meter, as it may be amended, updated, and/or replaced by the District, during the term of the charter. Charter School shall comply with all applicable laws, regulations, and District policies related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.
STANDARDIZED TESTING
Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Charter School will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

ELEMENT 4 – GOVERNANCE

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 petition and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, including but not limited to provisions related to Local School Leadership Council composition and responsibilities and provisions regarding existing councils and committees that have an independent statutory basis (e.g., Title I School Site Councils). Charter School shall comply with the Brown Act and the Public Records Act.
All employees and representatives of Charter School, including members of Charter School’s local governing council, members of school committees, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest. Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Local School Leadership Council are and remain consistent with applicable laws, District policy, any applicable District-UTLA waiver(s), and the provisions of this Charter.
The District reserves the right to appoint a non-voting single representative to Charter School’s local governing council.

LEGAL AND POLICY COMPLIANCE
Charter School shall comply with all applicable federal and state laws and regulations, and District policies, including BUL-5439.0, Affiliated Charter Schools, as they may be changed from time to time.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES
Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title
IX), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the District’s Uniform Complaint Procedures

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 charter, is received or discovered by the District, Charter School shall cooperate with any resulting 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 Educational Service Center 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 Educational Service Center 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, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Educational Service Center in writing of any internal investigations within one week of commencing investigation.

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.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

**STAFFING**
Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to an applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing.
Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.
Selection of the principal shall remain the purview of the LAUSD Superintendent.

**Certificated Personnel**
Selection of certificated staff shall comply with current California Education Code, District policy, and applicable collective bargaining agreements. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates as determined by Human Resources, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases where no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

**Classified Personnel**
Selection of classified staff shall be in compliance with the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

**Professional Development**
Charter School shall comply with and implement any District-mandated professional development. Otherwise, Charter School shall have full autonomy in the selection and
implementation of professional development programs for its employees to meet its site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by Charter School will be funded by the District consistent with its practice for other District schools.

## ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergencies, 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 employee–to-student sexual abuse.

### HEALTH, SAFETY AND EMERGENCY PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergencies, including but not limited to the creation, maintenance, and implementation of a Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other employees, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

### CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to fingerprinting and criminal background checks.

### IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to tuberculosis 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 pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

**SAFE PLACE TO LEARN ACT**
Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq.

**ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE**

**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. Integration Program resources currently provided to certain District affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and/or other reasons.

**NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS**
As a District affiliated charter school, Charter School shall continue to support the District’s commitment to provide all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement.

**FEDERAL PROGRAM COMPLIANCE**
As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Elementary and Secondary Education Act.

**ELEMENT 8 – ADMISSION REQUIREMENTS**

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

Students who participate in the lottery but are not selected will be placed on a waitlist. 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.

In the event that Charter School reaches capacity and appears unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall consult and coordinate with its Education Service Center administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that the school remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, the school is able to enroll every student who resides within the school's former attendance boundaries who wishes to attend.

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

**School for Advanced Studies (SAS) Program**

If Charter School offers a SAS Program, it shall not consider any student’s interest in the program in determining admission to the 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 admission guidelines.

**Magnet Program**

If Charter School offers a Magnet Program, Charter School shall continue to provide admission preference to pupils from LAUSD as determined by the Magnet Program and consistent with Crawford v. Board of Education court order.

**McKinney-Vento Homeless Assistance Act**

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

**NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

**ELEMENT 9 – ANNUAL FINANCIAL AUDITS**

**GENERAL PROVISIONS**

The fiscal operations of an Affiliated Charter School will be supervised by LAUSD. The Affiliated Charter School will not have a separate audit but will be a part of the annual audit for LAUSD. The Affiliated Charter School will follow all financial procedures and financial policies of LAUSD. This shall include, but not be limited to, purchasing, student body funds, student store, payroll, imprest funds, payment approval for goods and services, and follow guidance from the Educational Service Center.

**ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES**

**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.

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 comply with and implement the District’s Discipline Foundation Policy and/or current equivalent policy. Charter School shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness. Charter School knows and 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 due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

**STUDENTS WITH DISABILITIES**

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

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

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

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

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

**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 the school.

**GUN FREE SCHOOLS ACT**
Charter School shall comply with the federal Gun Free Schools Act.

**ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS**

Employees of Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, retirement benefits, including organizations such as STRS/PERS, 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**

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate District Educational Service Center to seek assistance in enrolling in another District school. Alternatively, the student may pursue an inter-district transfer in accordance with current enrollment and transfer policies of the District, or seek enrollment at another charter public school.

**ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES**

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14. Any Dispute between the District and Charter School shall be resolved by a collaborative team from the Educational Service Center and the Charter Schools Division in accordance with the procedures set forth below:

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

To Charter School: [Enter name of school here.]
c/o School Principal
[Enter street address of school here.]
[Enter city, state, and zip code here.]

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

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

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

ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

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

ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

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 Superintendent or his/her designee approves Charter School’s request to revert to a District traditional school.

In the event of a Closure Action, unless express LAUSD Board action directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
• Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.

• Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

• Charter School violated any provision of law.

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

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

**REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

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

**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. 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 District traditional 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 how to enroll or transfer the student to an appropriate school. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

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 CSD.
This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s 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 will adhere to all applicable district, state, and federal laws, policies and regulations regarding facilities.