Renewal Petition

Submitted
March 18, 2016

TERM OF PROPOSED CHARTER
JULY 1, 2016 TO JUNE 30, 2021
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ASSURANCES AND AFFIRMATIONS

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

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

- Not charge tuition. (Ed. Code § 47605(d)(1).)

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

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

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

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

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

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

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

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

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

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

**GENERAL INFORMATION**

- The contact person for Charter School is: Michelle M. Gorsuch
- The address of Charter School is: 14755 Greenleaf Street, Sherman Oaks, CA 91403
- The phone number for Charter School is: 818-784-8283
- Charter School is located in LAUSD Board District: 3
- Charter School is located in LAUSD Local District: Northeast
- The grade configuration of Charter School is: TK-5
- The number of students in the first year of this Charter will be: Up to 912
- The grade levels of the students in the first year will be: TK-5
- Charter School’s scheduled first day of instruction in 2016-2017 is: August 16, 2016
- The current operational enrollment capacity of Charter School is: 912
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional/Single Track
- The bell schedule (start and end of day) for Charter School will be: 8:00 a.m. - 2:24 p.m.
- The term of this Charter shall be from: July 1, 2016 to June 30, 2021
COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Within a two-mile radius of Sherman Oaks Elementary Charter School, there are 11 private school options and 5 public school options (see Figure 1). A three-mile radius yields 26 additional school choices. SOEC is competing to maintain its status as the highest quality education available for our community, the clear choice among many options nearby, including private schools, independent charters, magnets, or neighboring districts that issue permits. Our intent is to preserve our core population, while at the same time, opening our enrollment to an even broader base of students within the District. We believe that by enriching our diverse school – one that embraces children of all ethnic and socioeconomic backgrounds and achievement levels – we will strengthen our ability to matriculate students through fifth grade with a deeper appreciation for the diversity inherent in Los Angeles and the greater global community.

In the years preceding our conversion to affiliated charter status, our enrollment numbers were significantly lower, as many of our local families turned to other options presumed to offer better educational programs, including private schools, smaller high performing schools in the district, and magnet programs at schools like Sherman Oaks Center for Enriched Studies. For instance, for the 2009-2010 school year, our enrollment had dropped to 838. Our enrollment increased the first 3 years as an affiliated charter and has remained at approximately 860 students. SOEC continues to attract a high number of neighborhood children and annually maintains a waiting list of over 100 non-resident students every year. Since becoming an affiliated charter, SOEC continues to be a strong, competitive public school choice over local private elementary school options.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sherman Oaks EL SC</td>
<td>43%</td>
<td>20%</td>
<td>23%</td>
<td>28%</td>
<td>29%</td>
<td>57%</td>
</tr>
<tr>
<td>Kester Ave EL</td>
<td>33%</td>
<td>13%</td>
<td>20%</td>
<td>28%</td>
<td>38%</td>
<td>67%</td>
</tr>
<tr>
<td>Chandler LA</td>
<td>55%</td>
<td>29%</td>
<td>26%</td>
<td>31%</td>
<td>14%</td>
<td>45%</td>
</tr>
<tr>
<td>Dixie Canyon Ave ES</td>
<td>28%</td>
<td>13%</td>
<td>15%</td>
<td>32%</td>
<td>40%</td>
<td>72%</td>
</tr>
<tr>
<td>District</td>
<td>67%</td>
<td>41%</td>
<td>26%</td>
<td>23%</td>
<td>10%</td>
<td>33%</td>
</tr>
<tr>
<td>-------------------------</td>
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<td>--------------</td>
<td>---------------------</td>
<td>--------------</td>
<td>-------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Sherman Oaks EL SC</td>
<td>51%</td>
<td>21%</td>
<td>30%</td>
<td>32%</td>
<td>17%</td>
<td>49%</td>
</tr>
<tr>
<td>Kester Ave El</td>
<td>36%</td>
<td>12%</td>
<td>24%</td>
<td>27%</td>
<td>37%</td>
<td>64%</td>
</tr>
<tr>
<td>Chandler LA</td>
<td>54%</td>
<td>27%</td>
<td>27%</td>
<td>28%</td>
<td>18%</td>
<td>46%</td>
</tr>
<tr>
<td>Dixie Canyon Ave ES</td>
<td>40%</td>
<td>15%</td>
<td>25%</td>
<td>31%</td>
<td>28%</td>
<td>60%</td>
</tr>
<tr>
<td>District</td>
<td>75%</td>
<td>47%</td>
<td>28%</td>
<td>16%</td>
<td>9%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Data from our first year of SBAC implementation indicates that SOEC students are achieving well above the Local District Northeast and LAUSD averages in both ELA and Mathematics.

Dynamic Indicator of Basic Early Literacy Skills (DIBELS) 2014 - 2015

<table>
<thead>
<tr>
<th></th>
<th>Beginning Of Year: Percentage of Students at Benchmark</th>
<th>Middle Of Year: Percentage of Students at Benchmark</th>
<th>End Of Year: Percentage of Students at Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>83%</td>
<td>76%</td>
<td>83%</td>
</tr>
<tr>
<td>First Grade</td>
<td>70%</td>
<td>84%</td>
<td>80%</td>
</tr>
<tr>
<td>Second Grade</td>
<td>84%</td>
<td>86%</td>
<td>89%</td>
</tr>
<tr>
<td>Third Grade</td>
<td>92%</td>
<td>92%</td>
<td>89%</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>-</td>
<td>85%</td>
<td>88%</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>-</td>
<td>78%</td>
<td>85%</td>
</tr>
</tbody>
</table>

DIBELS data also indicates steady student progress with some inconsistencies.

Annual Performance Index

<table>
<thead>
<tr>
<th>School Year</th>
<th>API Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>880</td>
</tr>
<tr>
<td>2011-2012</td>
<td>869</td>
</tr>
<tr>
<td>2010-2011</td>
<td>856</td>
</tr>
</tbody>
</table>

Sherman Oaks Elementary Charter has shown consistent growth in its API score over the last three years of implementation. In 2015, the school’s goal will be to continue to improve academic achievement and progress of all students obtained through the new annual summative assessment, Common Core/Smarter Balanced Assessment Consortium.
Over the past three years, Sherman Oaks Elementary Charter has made steady progress in student achievement. In the 2011-2012 school year, when our school first became an Affiliated Charter, the school had an API score of 869, well over the State API benchmark of 800. Since then, the API has increased to 880. Even with a high school-wide API score, it was apparent from the data that an achievement gap existed among the subgroups. The English Learners, Students with Disabilities, and Socioeconomically Disadvantaged subgroups scored below the benchmark of 800 and below the other significant subgroups.

Between 2011, when Sherman Oaks Elementary became an Affiliated Charter, and 2013 all subgroups significantly increased their API scores and showed progress towards closing the achievement gap. English Language Learners had a 68-point increase, Students with Disabilities had a 48-point increase, and the Socioeconomically Disadvantaged subgroup had a 58-point increase. Both the English Learners and Socioeconomically Disadvantaged subgroups exceeded the API benchmark of 800. (See data below).

### SHERMAN OAKS ELEMENTARY CHARTER API SCORES BY SUBGROUP AS COMPARED TO DISTRICT AND STATE

#### 2013 Growth API Score

<table>
<thead>
<tr>
<th>SUBGROUPS</th>
<th>Sherman Oaks El Charter</th>
<th>Kester Ave El</th>
<th>Chandler LA</th>
<th>Dixie Canyon ES</th>
<th>LAUSD</th>
<th>STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>880</td>
<td>913</td>
<td>850</td>
<td>906</td>
<td>749</td>
<td>790</td>
</tr>
<tr>
<td>African American</td>
<td>842</td>
<td>893</td>
<td>804</td>
<td>912</td>
<td>698</td>
<td>708</td>
</tr>
<tr>
<td>Asian</td>
<td>934</td>
<td>990</td>
<td>NA</td>
<td>957</td>
<td>908</td>
<td>906</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>819</td>
<td>869</td>
<td>835</td>
<td>829</td>
<td>728</td>
<td>744</td>
</tr>
<tr>
<td>White (Not Latino)</td>
<td>901</td>
<td>956</td>
<td>867</td>
<td>916</td>
<td>871</td>
<td>853</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>831</td>
<td>892</td>
<td>831</td>
<td>843</td>
<td>731</td>
<td>743</td>
</tr>
<tr>
<td>English Learners</td>
<td>821</td>
<td>852</td>
<td>782</td>
<td>824</td>
<td>706</td>
<td>721</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>668</td>
<td>723</td>
<td>731</td>
<td>741</td>
<td>573</td>
<td>615</td>
</tr>
</tbody>
</table>

During the 2011-2013 school years, CST results indicate that Sherman Oaks Elementary Charter has a higher percentage of students achieving in ELA and Math at a Proficient or Advanced level than both the District and State averages.

<table>
<thead>
<tr>
<th>ELA</th>
<th>2011-2012 (% Adv./Prof.)</th>
<th>2012-2013 (% Adv./Prof.)</th>
<th>2013-2014 (%Adv./Prof.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td>72</td>
<td>83</td>
<td>80</td>
</tr>
<tr>
<td>Grade 3</td>
<td>59</td>
<td>60</td>
<td>62</td>
</tr>
<tr>
<td>Grade 4</td>
<td>76</td>
<td>78</td>
<td>77</td>
</tr>
<tr>
<td>Grade 5</td>
<td>75</td>
<td>73</td>
<td>77</td>
</tr>
</tbody>
</table>
SOEC has enjoyed considerable success with its innovative features. In 2015, SOEC received recognition by LAUSD as a “Highly Rated Arts Program.” We also applied for and received a large technology grant to work in partnership with two LAUSD public elementary schools to improve the use of technology integration in the classroom. Teachers and students continue to engage in Project Based Learning school wide, and are enhancing these projects through technology integration and use of the Substitution, Augmentation, Modification, Redefinition (SAMR) model. SOEC has increased the number of parent informational meetings from the 4 District mandated meetings to regular monthly meetings. These meetings provide information to parents on a range of topics from School Report Card, to School Quality Improvement Index, to LGBT issues. SOEC will continue to focus on its innovative features during the next charter term.

During our term as an affiliated charter school, SOEC has faced many challenges. We have made significant improvements in the way we approach teaching and learning collaboratively. Sherman Oaks Elementary Charter School established an Instructional Leadership Team to facilitate, guide, and make recommendations for improvement of instruction and learning based on student achievement. The team is representative of all instructional staff, including a teacher from every grade level, a special education teacher, Curriculum Committee members, the school’s Coordinator and Principal. The team meets frequently and regularly, at least once a month. The Instructional Leadership Team has developed a strategic and focused Professional Development Plan for common understanding and effective implementation of the Common Core State Standards. The team made a recommendation to purchase a new comprehensive writing program for kindergarten through fifth grade called “Write From the Beginning…and Beyond,” which the GC approved in the spring of 2015. The Instructional Leadership Team members attended training for Write from the Beginning in the summer and fall, and are currently training all teachers to implement the writing program. Professional development focuses primarily on Write from the Beginning and instructional technology in the classroom.

Sherman Oaks Elementary Charter School is part of LAUSD’s Instructional Technology Initiative to support student achievement and learning of the new Common Core State Standards, as well as the knowledge and 21st century skills needed for students to graduate college and career ready. Through the Instructional Technology Initiative, every
The classroom is now equipped with up-to-date technology to provide every student one-to-one access with a personal computing device to allow for a more individualized opportunity to engage with digital curriculum, interactive supports and adaptive assessments. Sherman Oaks Elementary Charter School created an Instructional Technology Plan that was approved by the District. The charter school has also received two additional support personnel as part of the Instructional Technology Initiative to work on the charter school’s infrastructure and additional technology training for the teachers with a focus on the SAMR model. Additionally, some of our teachers are currently piloting Schoology, a learning management system, and exploring the possibility of implementing a Blended Learning model.

During the 2014-2015 school year, our charter school piloted a program called “Lexia Reading Core 5.” This program is a web-based, individualized reading curriculum for kindergarten through fifth grade students of all abilities. Students practice and learn fundamental literacy skills by interacting the online program, receiving teacher-led lessons and continuing with independent, paper-based practice activities. Real-time student data is captured and reported to teachers for planning instruction and helping students reach grade-level benchmarks. Lexia Reading Core 5 is designed to meet and exceed the Common Core State Standards. SOEC purchased Lexia and is currently using it school wide.

In addition, SOEC is implementing a program called “Process Assessment for the Learner (PAL) intervention during the 2015-16 school year. The PAL intervention is a small group (no more than 5 students) basic reading skills intervention for students in kindergarten and 1st grade. PAL is designed to teach connections between spelling and sound needed to apply the alphabetic principle to reading words, and to teach the connections between sound and spelling needed to apply the alphabetic principle to written expression. Either teacher or instructional aide may implement PAL intervention in the classroom for 30 minutes, 2-3 days per week. An analysis of the 2014 – 2015 DIBELS data indicated that 20% of our school’s kindergarten and first grade students were below benchmark at the end of the year. At the beginning of the 2015-2016 school year we identified 32 kindergarten and first grade students who performed below benchmark on the Beginning of the Year DIBELS assessment and provided them with a research-based (University of Washington) intervention that includes a pre-test, post-test and frequent progress monitoring to track student progress and effectiveness of the intervention. Middle of the Year, DIBELS results demonstrated that a significant number of kinder and first grade students initially identified as well-below benchmark were at or above benchmark within 6 weeks of starting the intervention. End of the year DIBELS data will also be collected to further determine the effectiveness of this intervention. With the addition of our full time assistant principal for the 2015-2016 school year, SOEC has expanded it’s literacy intervention to include students in grades two through five.

During the 2015-2016 school year, our Resource Specialist Teacher is piloting a co-teaching model with two of our general education teachers in order to improve special education services for students in the general education setting. If proven successful, this model will be replicated in other classrooms.
### SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

**Address:** 14755 Greenleaf, Sherman Oaks, Ca. 91403

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2014</th>
<th>% of Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>2013 Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lanai ES</td>
<td>563</td>
<td>2.8%</td>
<td>7.8%</td>
<td>5.9%</td>
<td>White 86.3%</td>
<td>Asian 4.8%</td>
<td>Latino 3.6%</td>
<td>951</td>
<td>Yes</td>
<td>Yes</td>
<td>963</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Kester</td>
<td>957</td>
<td>53.2%</td>
<td>7.7%</td>
<td>17.6%</td>
<td>Latino 41.1%</td>
<td>White 32.7%</td>
<td>Af.Amer. 7.6%</td>
<td>913</td>
<td>Yes</td>
<td>Yes</td>
<td>.901</td>
<td>9</td>
<td>10</td>
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<tr>
<td>Chandler</td>
<td>500</td>
<td>53.2%</td>
<td>10%</td>
<td>17.4%</td>
<td>Latino 41.6%</td>
<td>White 41.2%</td>
<td>Af.Amer. 6.8%</td>
<td>850</td>
<td>No</td>
<td>No</td>
<td>.862</td>
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<td>7</td>
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<td>Hesby</td>
<td>531</td>
<td>87.0%</td>
<td>12%</td>
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<td>Asian 41.3%</td>
<td>Filipino 4.1%</td>
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<td>Roscomare</td>
<td>489</td>
<td>86.3%</td>
<td>18%</td>
<td>45.2%</td>
<td>Latino 82.8%</td>
<td>White 5.1%</td>
<td>Af.Amer. 5.1%</td>
<td>798</td>
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<td>16%</td>
<td>7.9%</td>
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<td>White 30.9%</td>
<td>Af.Amer. 18.0%</td>
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<td>Yes</td>
<td>.889</td>
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<td>Charter Schools</td>
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<tr>
<td>SOEC</td>
<td>827</td>
<td>21.9%</td>
<td>11.6%</td>
<td>7.6%</td>
<td>White 64.1</td>
<td>Latino 17</td>
<td>Af.Amer. 89.5%</td>
<td>880</td>
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<td>Yes</td>
<td>869</td>
<td>8</td>
<td>3</td>
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<tr>
<td>Hesby</td>
<td>551</td>
<td>15.2%</td>
<td>10.2%</td>
<td>4.5%</td>
<td>White 69.5%</td>
<td>Latino 16%</td>
<td>Af.Amer. 4.7%</td>
<td>911</td>
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<td>.910</td>
<td>9</td>
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<td>Colfax</td>
<td>670</td>
<td>20.9%</td>
<td>8.4%</td>
<td>6.6%</td>
<td>White 61.6%</td>
<td>Latino 19.6%</td>
<td>Af.Amer. 3.9%</td>
<td>933</td>
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<td>.924</td>
<td>10</td>
<td>10</td>
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</table>
Sherman Oaks Elementary Charter (SOEC) is a neighborhood conversion charter school that enrolls children in Grades TK-5 who live within our local school boundaries and those non-resident students selected from our wait-list lottery. According to the 2014-2015 School Report Card, the student body of 827 students was approximately 64.1% White, 17.0% Latino, 8.0% African American 4.5% Asian, 1.3% Filipino, 0.2% American Indian, and 0.5% Pacific Islander. English Learners comprise 7.6% of our total student population. Approximately 21.9% of students are Socio- Economically Disadvantaged, 11.6% are Students with Disabilities and .7% are Foster Youth.

Sherman Oaks Elementary Charter is a one to one technology integration school with a large number of high achieving and high ability students. Based on the 2014-2015 School Report Card, our GATE population has increased from 9% in 2013-2014 to 16% today, exceeding significantly the LAUSD average of 6%.

**GOALS AND PHILOSOPHY**

**Mission and Vision**

Vision Statement:
At Sherman Oaks Elementary Charter School we envision a safe, inspiring, and challenging learning environment that will foster responsible, lifelong learners who are prepared to meet the needs of an ever changing and culturally diverse world.

Our Motto:
Educating students for success in a changing world.

**Mission Statement:**
Our mission is to create a positive school climate that will accept, appreciate, nurture, and challenge our students according to their individual needs. To that end we will:

- Implement innovative practices including, project-based learning, technology integration, collaborative planning and departmentalized delivery of instruction.
- Individualize learning through guided and independent practice, small group instruction, and differentiation.
• Promote collaboration between students, parents, staff, and community members to achieve academic excellence and school improvement.
• Infuse music, dance/creative movement, art, physical education, and technology into a traditional, standards-based curriculum to provide a rich experience for all of our students.
• Nurture social and community values that foster self-esteem and respect for others.
• Inform and educate parents about SOEC best practices and innovative programs through monthly parent education meetings.
• Involve all stakeholders - parents, students, faculty, administration, and local community partners - in the ongoing improvement and success of SOEC.

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

Sherman Oaks Elementary Charter believes an educated person of the 21st century is flexible, creative, and complex with a continuous thirst for knowledge. These individuals are self-confident, self-motivated lifelong learners who are active participants in their community.

Every child in America needs 21st century knowledge and skills to succeed as effective citizens, workers, and leaders, SOEC aligns classroom environments with real world environments by infusing 21st century skills into their teaching and learning, enabling students to face rigorous higher education coursework, career challenges and a globally competitive workforce.

Sherman Oaks Elementary Charter School students will use the scientific method of investigation to reason, question and inquire. Our students will be intellectually flexible and able to think about complex systems whether abstractly or creatively. All of this will enable our students to collaborate and make individual contributions on a global scale in order to work and contribute to the modern world.

At SOEC, we are aware that technology is an essential tool for fact-based learning. More and more advances with the Internet and other means of rapid communication, as well as instant access to information continue, to change the way students learn. Our students need to have a variety of skills, knowledge and traits to compete in today’s world. Technology enhances critical thinking and critical literacy skills. Evaluating the legitimacy and accuracy of online content is the central part of 21st century education. Digital media gives students a voice when they may not otherwise have been heard. Students can create so many different types of content: written, audio video, music, etc. Technology must be present at every stage of education so our students of today are able to meet the needs of higher education and become our leaders of tomorrow.

How Learning Best Occurs
Sherman Oaks Elementary Charter School recognizes the 4 main factors for successful learning. According to research by Robert Sylwester, Wolfe, 2001; “Want to Learn-A Desire to Learn”, learning best occurs when a child has the opportunity to:

1. Learn by doing-practice, trial by error, learning from mistakes
2. Learn through feedback-other people’s reactions
3. Make sense of what is learned-digest each learning experience.

Ronald Kotulak in his 1996 book, Inside the Brain, (Published by Andrews and McMeel, Kansas City, Missouri), found that an enriched environment can contribute up to a 25% increase in the number of brain connections both early and later in life. Environments need to allow for active manipulation. He notes that there are at least twelve principles of brain-compatible learning come from brain research he has reviewed.

1. Uniqueness-every single brain is totally unique.
2. Impact of threat or high stress can alter and impair learning and even kill brain cells.
3. Emotions are critical to learning-they drive our attention, health, learning, meaning, and memory.
4. Information is stored and retrieved through multiple memory and neural pathways.
5. All learning is mind-body--movement, foods, attention cycles, drugs and chemicals all have powerful modulating effects on learning.
6. The brain is a complex and adaptive system--effective change involves the entire complex system.
7. Patterns and programs drive our understanding--intelligence is the ability to elicit and to construct useful patterns.
8. The brain is meaning-driven--meaning is more important to the brain than information.
9. Learning is often rich and non-conscious--we process both parts and wholes simultaneously and are affected a great deal by peripheral influences.
10. The brain develops better in concert with other brains--intelligence is valued in the context of the society in which we live.
11. The brain develops with various stages of readiness.
12. Enrichment--the brain can grow new connections at any age. Complex, challenging experiences with feedback are best. Cognitive skills develop better with music and motor skills

The community is immersed in a culture of education that both challenges and nurtures the development of individuals. Teachers, parents, and community members need to create an environment and culture that is inherently reflective of our school, home and community.

Learning best occurs when all stakeholders fulfill their joint, collaborative responsibility to provide this education for every child. Working together creates an atmosphere focused upon the importance of education, which in turn inspires shared learning.
Sherman Oaks Elementary Charter will continue to serve as an academic arena that inspires lifelong learning. The school shall provide a safe, supportive, and challenging environment that encourages students to maximize their full learning potential through integrated learning experiences and the creation of project-based learning projects. Highly qualified teachers, support personnel, and diverse classrooms will provide optimal opportunities for every child to be accessed and supported in their educational development. Classroom instruction will take into account the multiple modalities of learning and the differences of abilities among students.

Local Control Funding Formula (LCFF) Requirements

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

<table>
<thead>
<tr>
<th>LCFF STATE PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER ASSIGNMENTS AND CREDENTIALING</td>
</tr>
<tr>
<td>STATE PRIORITY #1: BASIC SERVICES</td>
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<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
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<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
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<table>
<thead>
<tr>
<th>SPECIFIC ANNUAL ACTIONS</th>
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</thead>
<tbody>
<tr>
<td>Annual review of school compliance with credentialing and assignment requirements to measure achievement of this goal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOMES</th>
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</thead>
<tbody>
<tr>
<td>Method for Measuring: Annual Review of School Compliance with Credentialing and Assignment Requirements</td>
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</table>

ACCESS TO INSTRUCTIONAL MATERIALS

STATE PRIORITY #1: BASIC SERVICES

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<th>ANNUAL GOALS</th>
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<tbody>
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<th>SPECIFIC ANNUAL ACTIONS</th>
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<tbody>
<tr>
<td>Method for Measuring: Annual Williams Instructional</td>
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<td>as applicable)</td>
<td>Materials Review, and Certification Process, Annual Budget Review, Annual Inventory</td>
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<tr>
<td>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.</td>
<td><strong>Annual Williams instructional materials review and certification process.</strong></td>
<td></td>
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<tr>
<td>Each EL student will have full access to ELD program materials and any supplemental materials necessary to provide the student with access to core instruction</td>
<td><strong>Annual budget review and planning to ensure funds are available for instructional materials</strong></td>
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<tr>
<td>Each student with an IEP will have full access to all instructional</td>
<td><strong>Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal and School Coordinator)</strong></td>
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</table>
## FACILITIES MAINTENANCE
### STATE PRIORITY #1: BASIC SERVICES

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Internal and District Annual Review</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>The school will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities.</td>
<td>Internal and/or District annual review(s) of the state and condition of its facilities. Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal</td>
<td>“Good” rating on annual review</td>
</tr>
</tbody>
</table>

## IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS
### STATE PRIORITY #2

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CAASP, SBAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent with the charter, the school will annually increase the number of students achieving proficiency level</td>
<td>The school will annually identify the need to improve and monitor the design and delivery of a high quality Common Core State Standards driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal standards</td>
<td>Schoolwide ELA: 57% meets or exceeds standards Math: 49% meets or exceeds standards Low Income ELA: 28%</td>
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<tr>
<td></td>
<td></td>
<td>Low Income Students:</td>
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</tbody>
</table>
and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments.

For English Learners, the school will meet annual AMAO 1 targets.

Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem solving, and real-world applications.

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

Ensure programs for English Learners are designed to include the new California English Language Development Standards.

During the period that state standardized test data is unavailable, and consistent with the charter, the school will use the grade level appropriate internal benchmark assessments (e.g., DIBELS, curriculum based assessments, and periodic assessments) described in the charter, together with historical data, to estimate/calculate growth SQUIII school wide and for all numerically significant subgroups.

<table>
<thead>
<tr>
<th>PARENT INVOLVEMENT</th>
<th>STATE PRIORITY #3</th>
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</thead>
<tbody>
<tr>
<td><strong>ANNUAL GOALS</strong></td>
<td><strong>SPECIFIC ANNUAL ACTIONS</strong></td>
</tr>
<tr>
<td>The school will increase the number of parents</td>
<td>Maintain an effective program for interactive parent and family involvement that</td>
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<tr>
<td></td>
<td>Foster Youth ELA: 3% meets or exceeds standards Math: 4% meets or exceeds Standards</td>
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34% 36% 39% 42% 46% 50%
completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually (1) My child's teachers inform me about my child's academic progress. (2) My child is safe on school grounds. (3) School staff takes my concerns seriously. (4) This school provides opportunities to help me support my child's learning.

includes meaningful opportunities for providing and gathering parental input for decision making, sharing and receiving information, and teaching and learning how to support the educational program.

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

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### STATEWIDE ASSESSMENTS

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: CAASPP SBAC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Identify schoolwide and subgroup goals as applicable)</strong></td>
<td><strong>The school will annually increase the number of</strong></td>
<td>**Baseline</td>
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<tr>
<td>The school will annually increase the number of</td>
<td>The school will annually identify the need to improve and monitor the design and delivery of a</td>
<td>Schoolwide ELA: 57% meets or exceeds standards Math: 49% meets or</td>
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</tbody>
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Page 17 of 126
students achieving “proficiency” or equivalent on CAASSP English Language Arts and Mathematics assessments. A high quality Common Core State Standards driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development.

Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem solving, and real world applications.

<table>
<thead>
<tr>
<th>Low Income Students:</th>
<th>Foster Youth ELA: 17% meets or exceeds standards</th>
<th>Foster Youth ELA: 3% meets or exceeds standards</th>
<th>Foster Youth Math: 11% meets or exceeds standards</th>
<th>Foster Youth Math: 4% meets or exceeds standards</th>
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<td>ELA: 28% meets or exceeds standards</td>
<td>Low Income Math: 20% meets or exceeds standards</td>
<td>Low Income ELA: 20% meets or exceeds standards</td>
<td>Low Income Math: 3% meets or exceeds standards</td>
<td>Low Income Math: 4% meets or exceeds standards</td>
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<tr>
<td>ELA: 17% meets or exceeds standards</td>
<td>English Learners Math: 3% meets or exceeds standards</td>
<td>English Learners ELA: 2% meets or exceeds standards</td>
<td>English Learners Math: 4% meets or exceeds standards</td>
<td>English Learners Math: 5% meets or exceeds standards</td>
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<thead>
<tr>
<th>Low Income Students:</th>
<th>Foster Youth ELA: 3% meets or exceeds standards</th>
<th>Foster Youth ELA: 2% meets or exceeds standards</th>
<th>Foster Youth Math: 4% meets or exceeds standards</th>
<th>Foster Youth Math: 2% meets or exceeds standards</th>
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<td>ELA: 3% meets or exceeds standards</td>
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<td>English Learners Math: 5% meets or exceeds standards</td>
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<tr>
<th>Low Income Students:</th>
<th>Foster Youth ELA: 4% meets or exceeds standards</th>
<th>Foster Youth ELA: 2% meets or exceeds standards</th>
<th>Foster Youth Math: 4% meets or exceeds standards</th>
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<tr>
<td>ELA: 17% meets or exceeds standards</td>
<td>Low Income Math: 20% meets or exceeds standards</td>
<td>Low Income ELA: 20% meets or exceeds standards</td>
<td>Low Income Math: 3% meets or exceeds standards</td>
<td>Low Income Math: 4% meets or exceeds standards</td>
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<tr>
<td>ELA: 4% meets or exceeds standards</td>
<td>English Learners Math: 3% meets or exceeds standards</td>
<td>English Learners ELA: 2% meets or exceeds standards</td>
<td>English Learners Math: 4% meets or exceeds standards</td>
<td>English Learners Math: 5% meets or exceeds standards</td>
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</tbody>
</table>

ACADEMIC PERFORMANCE INDEX (API)
STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: _API (CDE) or Equivalent _CAASPP SBAC</th>
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<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
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<td>Low Income Students:</td>
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</table>
The school will meet or exceed state targets schoolwide, for English Learners, low income students, foster youth, and for all numerically significant subgroups, as required by law and the charter.

See Statewide Assessments above.

<table>
<thead>
<tr>
<th>Schoolwide ELA: 57% meets or exceeds standards</th>
<th>Schoolwide Math: 49% meets or exceeds Standards</th>
<th>Schoolwide Low Income ELA: 28% meets or exceeds standards</th>
<th>Schoolwide Low Income Math: 20% meets or exceeds Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide Foster Youth ELA: 17% meets or exceeds standards</td>
<td>Schoolwide Foster Youth Math: 11% meets or exceeds Standards</td>
<td>Low Income Students: &gt;=2%</td>
<td>Low Income Students: &gt;=3%</td>
</tr>
<tr>
<td>Schoolwide Low Income English Learners ELA: 3% meets or exceeds standards</td>
<td>Schoolwide Low Income English Learners Math: 4% meets or exceeds Standards</td>
<td>Foster Youth ELA: &gt;=2%</td>
<td>Foster Youth Math: &gt;=3%</td>
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<td>Schoolwide Foster Youth English Learners Math: 11% meets or exceeds Standards</td>
<td>Low Income Students: &gt;=3%</td>
<td>Low Income Students: &gt;=4%</td>
</tr>
<tr>
<td>Schoolwide Low Income English Learners ELA: 3% meets or exceeds standards</td>
<td>Schoolwide Low Income English Learners Math: 4% meets or exceeds Standards</td>
<td>Foster Youth ELA: &gt;=3%</td>
<td>Foster Youth Math: &gt;=4%</td>
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### A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]

#### STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
</table>
| ANNUAL GOALS | SPECIFIC ANNUAL ACTIONS | Method for Measuring: ___________
| Not Applicable | n/a | n/a | n/a | n/a | n/a | n/a |

### ENGLISH LEARNER ADEQUATE PROGRESS RATE

#### STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
</table>
| ANNUAL GOALS | SPECIFIC ANNUAL ACTIONS | Method for Measuring: ___CAASP SBAC
The school will increase the number of English Learners who advance index levels on the SBAC ELA and Mathematics. Based on analysis of current and historical AMAO 1 (CELDT) results, the school has determined that it needs to advance index levels on the SBAC ELA and Mathematics.

<table>
<thead>
<tr>
<th>ENGLISH LEARNER RECLASSIFICATION RATE</th>
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<tbody>
<tr>
<td>STATE PRIORITY #4: STUDENT ACHIEVEMENT</td>
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<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: _RFEP Data</td>
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<tr>
<td></td>
<td>Monitor Long Term English Learners (LTEL’s) progress (Language Acquisition Team) Utilize class size reduction teacher to target needs of EL students Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas Purchase ELD Common Core aligned materials</td>
<td>English Learners 27%</td>
</tr>
</tbody>
</table>

AP EXAMINATION PASSAGE RATE [High Schools Only]
STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
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<th>MEASURABLE OUTCOMES</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: _____________________</td>
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</table>
### EAP College Preparation Rate [High Schools Only]
**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
<td>n/a</td>
<td>n/a</td>
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</table>

### School Attendance Rate
**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: <em>Student Attendance Rates</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

The school will increase by 1% annually the number of students that attend with an attendance rate of 96% or higher schoolwide.

- Increase the number of students with an attendance rate of 96% or higher.
- Maintain attendance incentive programs
- Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year, and strengthen the home school partnership with regard to attendance

### Chronic Absenteeism Rate
**State Priority #5: Student Engagement**

- SES: 7%
### ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANNUAL GOALS</strong></td>
<td><strong>Method for Measuring: <em>Student Attendance Rates</em></strong></td>
</tr>
<tr>
<td>The school will decrease by 1% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide.</td>
<td>Baseline</td>
</tr>
<tr>
<td>Decrease the number of students missing 16 or more school days each year.</td>
<td>Schoolwide 12%</td>
</tr>
</tbody>
</table>

### DROPOUT RATE [Middle and High Schools Only]
STATE PRIORITY #5: STUDENT ENGAGEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANNUAL GOALS</strong></td>
<td><strong>Method for Measuring: __</strong></td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
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</tbody>
</table>

### GRADUATION RATE [High Schools Only]
STATE PRIORITY #5: STUDENT ENGAGEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANNUAL GOALS</strong></td>
<td><strong>Method for Measuring: __</strong></td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
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</table>

### STUDENT SUSPENSION RATE
STATE PRIORITY #6: SCHOOL CLIMATE

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANNUAL GOALS</strong></td>
<td><strong>Method for Measuring: <em>Monthly School Suspension</em></strong></td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>ANNUAL GOALS</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
</tr>
<tr>
<td>--------------</td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>The school will maintain the number of expulsion incidents at 0% for all subgroups: English Learners, foste...</td>
<td>Continue to implement positive behavior support plans and activities, as well as social skills training Promote and strengthen home school partnership to manage discipline</td>
</tr>
</tbody>
</table>

The school will maintain a < 1 percent suspension rate for all subgroups: English Learners, foster youth, low income students, African American students, and students with disabilities. Continue to implement positive behavior support plans and activities, as well as social skills training Promote and strengthen home school partnership to manage discipline

|------|----------|-----------|-----------|-----------|-----------|-----------|
### OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE

**STATE PRIORITY #6: SCHOOL CLIMATE**

**ANNUAL GOALS**

(Identify schoolwide and subgroup goals as applicable)

**SPECIFIC ANNUAL ACTIONS**

**MEASURABLE OUTCOMES**

<table>
<thead>
<tr>
<th>Method for Measuring: _____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

**BROAD COURSE OF STUDY**

**STATE PRIORITY #7**

**ANNUAL GOALS**

(Identify schoolwide and subgroup goals as applicable)

**SPECIFIC ANNUAL ACTIONS**

**MEASURABLE OUTCOMES**

<table>
<thead>
<tr>
<th>Method for Measuring: _Annual Review of Master Schedule and Student Schedules __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will provide the core subjects of English Language Arts, Mathematics, History/Social Studies, and Science, and offer a comprehensive enrichment program (Science Lab, Music, Physical Education) to 100% of students every year.</td>
</tr>
</tbody>
</table>

**OTHER STUDENT OUTCOMES**

**STATE PRIORITY #8**

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**ANNUAL GOALS**
(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>100% of student will use of the school wide writing program, Write...From the beginning, which is taught by ALL teacher in all grade levels</strong></td>
<td>Method for Measuring: Review of Teacher/Parent Surveys, Student Work Samples, School-and District-based Writing Performance</td>
</tr>
<tr>
<td>Provide off-site professional development for both Write...From the Beginning for newer teachers, as school budget allows.</td>
<td>Assessments</td>
</tr>
<tr>
<td>Continue on-site training of teachers and paraprofessionals in Write...From the beginning through current grade level “experts” on staff.</td>
<td>Baseline</td>
</tr>
<tr>
<td>All classrooms to display or have portfolios of student work samples from Write...From the Beginning.</td>
<td>100% Maintain 100% of students being instructed and having access to the school's adopted writing program</td>
</tr>
</tbody>
</table>

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

SOEC’s 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 Consortium. SOEC 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, SOEC teachers inspire students’ intrinsic motivation and build their confidence as learners. SOEC 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 committed administration team—they have role models who embody excellence, motivation, and a dedication to the joy of learning.

**INSTRUCTIONAL DESIGN**

Sherman Oaks Elementary Charter School’s teaching methodologies are framed around differentiated and experiential, or inquiry-based, instruction through thematic units in a cooperative group setting. SOEC’s teachers utilize departmentalized instruction to provide professional development by grade-level experts and instructional leads. All our methodologies are supported by authentic assessments using district, teacher created, performance, and publisher assessments.

SOEC’s curriculum is geared toward the Common Core Standards. The curriculum meets all CCSS, State, and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. Systematic direct instruction, guided practice, and the application of skills through an expansive reading selection, ensure that all students are exposed to the standards. Subsequently, addressing multiple intelligences through the use of experiential and open-ended inquiry-based learning produces self-motivated and well-balanced learners. Integrating these modalities has proven to help our students become analytical as well as creative thinkers.

SOEC’s teachers and the leadership team use current research and student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade level.

**Academic Rigor**—Students actively explore, research, solve complex problems to develop a deep understanding of core academic concepts.

**Clear Expectations**—Teachers clearly define and articulate grade-level and state standards in “student-friendly” language to ensure academic goals are attained.

**Collaborative Grouping**—Teachers create small, flexible groups in order for students to interact with peers. Students share thinking processes to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork.

**Criteria Charts/Rubrics**—These tools help focus students to effectively meet and exceed teacher expectations and objectives for each assignment. Charts/rubrics are based upon curricular standards and objectives.
**Direct Instruction**--Teachers use carefully planned direct instruction to teach standards-based lessons.

**Guided and Independent Practice**--We provide students with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught.

**Small Group Instruction**--Teachers create small, flexible groups to target students who need extra instructional time as well as preview and review, and to accommodate accelerated learners with the capability to more deeply explore various subjects.

**Differentiated Instruction**--Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding standards.

**Project Based Learning**--Teachers evaluate student achievement through creative, varied and innovative products to illustrate a student’s understanding of material taught. By using project based learning, the students select products that will provide another avenue for differentiation among diverse learners.

**Flexible Grouping**--Students participate in flexible groupings for reading instruction, science projects and experiments, critical thinking activities and problem solving daily in their classrooms and grade levels. Team teaching is also utilized to pinpoint specific academic needs for hetero/homogeneous groups throughout each grade.

**Departmentalized teaching**--Departmentalized teaching is the mode of instruction for 4th and 5th grade teachers in language arts, math, science and social science. Teachers evaluate student abilities using teacher/publisher/District/State made assessments to place students in flexible groupings for homogeneous groups. As students’ progress is monitored, students may change groups. Weekly teachers grade-level planning create scaffolded assignments as students are taught all standards during the course of a year’s instruction. During these weekly meetings, teachers discuss student progress. Within the departmentalized format, if a student needs intervention at Tier 1 or Tier 2 level, the departmentalized teacher would provide intervention in class. For Tier 3 students, intervention would be provided during the before/after school program. This communication system occurs to ensure that through the departmentalized approach, the achievement and progress of all students is closely monitored while the student is with their departmentalized teacher. The homeroom teacher communicates with parents about the student’s progress and achievement.

**Higher-Level Thinking**--Teachers design lessons that develop critical thinking skills, which help students solve complex problems with depth and complexity. Students are encouraged to utilize the highest stages of Depth of Knowledge and Bloom’s Taxonomy, such as synthesis, analysis, and evaluation.
Thinking Maps--Our classrooms use Thinking Maps to guide our students’ critical thinking skills. All teachers have been trained to use the graphic organizers as a tool in all subject areas.

Integration of the Arts--Teachers and curriculum specialists use drama, dance/creative movement, music, and visual arts to enhance students’ thinking and learning experiences.

Experiential Learning--Learning by doing. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students process, analyze, and conceptualize the experience.

Integration of Technology--With our 1 to 1 iPad implementation, teachers will provide students with a rigorous curriculum that exceeds the State content standards for technology. Students will be taught word processing to help demonstrate their written expression. In addition, students will explore artistic applications appropriate to their grade level. Research capabilities will be broadened by use of the Internet. Students will be taught to identify and choose relevant information to enhance their research. Ultimately, students will learn to be good digital citizens with an emphasis on respect, safety, and privacy online.

Adhering to the proposed instructional framework and teaching methodologies ensure Sherman Oaks Elementary Charter School’s instructors can successfully meet the needs of all students, which include these subgroups: GATE, “Twice-Exceptional”, Special Education, English Language Learners, Underachieving/Non-Proficient, Socio-Economically Disadvantaged and General Education.

Academic Calendar and Schedules

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

Sherman Oaks Elementary Charter Bell Schedule:

Regular Instructional Day (All Grades)
7:55 - First Bell
8:00 - Second Bell, Instruction Begins
9:45 - 10:05 - Recess - Grades K, 1
10:10 - 10:30 - Recess - Grades 2, 3
10:35 - 10:55 - Recess - Grades 4, 5
11:45 - 12:25 - Lunch - Grades K, 1
12:10 - 12:50 - Lunch - Grades 2, 3
12:35 - 1:15 - Lunch - Grades 4, 5
2:24 - Dismissal

Teacher Professional Development Banked Days (Every Tuesday)
7:55 - First Bell
8:00 - Second Bell, Instruction Begins
9:45 - 10:05 - Recess - Grades K, 1
10:10 - 10:30 - Recess - Grades 2, 3
10:35-10:55 - Recess - Grades 4, 5
11:45-12:25 - Lunch - Grades K, 1
12:10-12:50 - Lunch - Grades 2, 3
12:35-1:15 - Lunch - Grades 4, 5
1:20 - Dismissal

Shortened Days
7:55 - First Bell
8:00 - Second Bell, Instruction Begins
9:45 -10:05 - Recess - Grades K, 1
10:10-10:30 - Recess - Grades 2, 3
10:35-10:55 - Recess - Grades 4, 5
11:45-12:25 - Lunch - Grades K, 1
12:10-12:50 - Lunch - Grades 2, 3
12:35-1:15 - Lunch - Grades 4, 5
1:45 - Dismissal

Minimum Days
7:55 - First Bell
8:00 - Second Bell, Instruction Begins
9:45 -10:05 - Recess - Grades K, 1
10:10-10:30 - Recess - Grades 2, 3
10:35-10:55 - Recess - Grades 4, 5
12:30 - Dismissal
12:30-1:00 - Lunch - All Grades

Curriculum and Instruction

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

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

Language Arts:

- Provide students with a rigorous curriculum that exceeds CCSS for language arts TK-5
- Develop students’ reading, writing, listening, and speaking skills to support academics across disciplines
- Develop critical reading skills
• Support reading using the California Treasures Reading Program
• Enhance reading using Literature Circles, SRA, Lexia, and Accelerated Reader
• Critique, justify, and theorize in compositions/writing across disciplines
• Utilize school-wide writing program “Write... from the Beginning”
• Develop students’ grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as integration of language arts embedded across the curriculum
• Apply vocabulary development in written and oral format
• Demonstrate critical thinking skills specific to Bloom’s Taxonomy
• Use technology as a tool for presentations, project exhibits, and digital portfolios
• Construct creative writing stories and poetry
• Devote minimum two hours daily to language arts instruction in grades K-5

**Mathematics**
• Provide students with a rigorous curriculum that exceeds the CCSS for mathematics K-5
• Develop students’ mathematics proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes
• Enhance mathematics using Khan Academy, ALEKS math, enVision Math, Engage NY, Math Their Way, and Marcy Cook
• Develop understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability
• Apply math skills to daily problem-solving situations
• Recognize relevant information and review applications by checking work
• Discern operations necessary to solve word problems
• Connect math across disciplines (music, dance/creative movement, science, art, technology, and history)
• Develop students' skills using mathematical tools (protractors, calculators, computers, rulers, compasses)

**History and Social Studies**
• Provide students with a rigorous curriculum that exceeds the History-Social Science Content Standards for California Public Schools
• Help students to understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods
• Assist students in identifying needs in the community and help implement group efforts to support those needs, such book drives, toy drives, low-waste lunches, recycling, and art- supply drives
• Teach critical thinking skills to help students relate over time historical events and be able to find parallels and patterns
• Help students interpret geographical and historical information to draw conclusions
• Understand cause and effect of historical events
• Utilize role-playing and interactive units to gain first hand experiences

**Science**
• Provide students with a rigorous curriculum that meets or exceeds the Next Generation Science Standards
• Hypothesize and develop experiments utilizing the scientific method
• Integrate science and writing by using the academic vocabulary
• Theorize and view other subjects such as music, art, and theory as a scientist
• Understand the need for eco-friendly products and life-changes to better our local and global community
• Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels
• Help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness

Science Enrichment
• Enable students to feel an investment in the agricultural process through participation in the farm-to-table model. The science specialist leads students in a hands-on experience to grow their own vegetables, culminating in harvesting and eating what they have grown.
• Use hands-on experiments in the science lab to further research and prove/disprove conjectures.
• Kindergarten: Trees, Wood and Paper, Animals (including fish, snails, worms, isopods, ladybugs and more)
• First Grade: State of Matter, Air and Weather, Plants and Insects
• Second Grade: Pebbles, Sand and Silt, Insects and Plants, Balance and Motion
• Third Grade: Solar System, Matter and Energy, Living Systems
• Fourth Grade: Magnetism and Electricity, Rocks and Minerals, Environments
• Fifth Grade: Body Systems, Weather and Planetary Science, Mixtures and Solutions

Technology
• Provide students with a rigorous curriculum that exceeds the International Society for Technology in Education Student Standards
• Teach word processing to help students demonstrate written expression through technology.
• Explore artistic applications appropriate to grade level with programs such as PowerPoint, Garage Band, iMovie, and Keynote
• Teach students to work with data to identify and present information using spreadsheet (Excel)
• Enable students to broaden their research capabilities by using the Internet
• Teach students to identify and choose relevant information to enhance research
• Help students utilize up-to-date sources of information relevant to study
• Teach students to be good digital citizens with emphasis on respect, safety, and privacy online.

Sherman Oaks Elementary Charter will improve our use and understanding of technology in the classroom. In the 2014-2015 school year, every student participated in the Hour of Code, and we will continue to access this program in the future.
Additional Enrichment Instruction: Music, Computer Lab, Physical Education, and Art

It is proven that students can learn at a higher rate by applying test-based knowledge paired with hands-on experiences in science, the arts, technology, and media. Students exposed to the arts learn to think creatively and to solve problems by imagining various solutions.

Enrichment teachers collaborate to plan an enrichment curriculum based on the standards and the related thematic content taught in the classroom. A grade-level teacher with background or competency in the content area would support enrichment teachers in teaching the planned art, music, and technology curriculums.

Sherman Oaks Elementary Charter School is dedicated to providing this enrichment programming to our students in the future. The following is a description of the enrichment program today, how each element is fully integrated into the curriculum, and the evidence of research that supports the value of this approach to educating a diverse student population. Enrichment programs are fully incorporated into the appropriate grade-level curriculum for all levels, TK-5, and meet and exceed the established California Content Standards. The administration, faculty, and parent/community members work together to schedule enrichment instruction so that every student in the school has the opportunity to participate.

The Art Explorers’ Program

Art Explorers’ experts work with each grade level to teach the appropriate California State Standards for visual arts as well as instructing students in lessons relevant to specific curriculum. For example, in all grades the students engage in many multi-cultural art activities involving pattern, shapes, and lines and learn about the lives and times of artists ranging from prehistoric times to present day.

Primary Grade students will learn about line, shape, color, form and texture. Students begin to understand the elements of art and identify it in nature. By viewing various works of art as examples, students develop beginning skills in the use of art media, such as pastels, watercolors, and tempera.

- **Analyze Art Elements and Principles of Design**
  - **Kindergarten-Second Grade:**
    1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.

In each weekly 50 minute Art Explorers’ session, each child engages in learning the language of the visual arts, they build a specific art vocabulary and learn a wide variety of technical and perceptual skills. For example, in a lesson on Brazilian arts Romero Brito (born 1963) students learn about Brito’s life and career and are taught primary, secondary and complementary colors and how to use them in a way to effectively emphasize certain aspects of their drawings. They also learn about geometric and organic shapes, vertical, horizontal, diagonal, zig zag and curved lines, all of which will be used to compose their pictures.
Upper Grade students continue with line and color to develop the ability to compare and contrast works of art by use of the elements of line, shape, color, texture, and value. Learning the culture, history and human diversity of a variety of artists, students will be able to put into words or technology project to illustrate their knowledge.

- **Skills, Processes, Materials and Tools**
  - **Third-Fifth Grade:**
    - 2.1 Use one-point perspective to create the illusion of space
  - Communication and Expression Through Original Works of Art
    - 2.6 Use perspective in an original work of art to create a real or imaginary scene.

For example, each student works on a project based on American architect, Frank Lloyd Wright’s (1867-1959) architectural drawings. Students learn about his life and career and are shown photographs of local California Wright homes, which they could actually go visit. They are exposed to many other photographs of Wright’s work throughout our country and in Japan. They are challenged to draw a building shown in perspective reflecting a foreground, middle ground, and surrounding grounds. In order to successfully complete this, students are able to demonstrate their understanding of both simple perspective techniques and of how to create a variety of textures in their drawings using various lines.

In addition, all students will be exposed to different career opportunities in visual arts through the study of painters, sculptors, printmakers, animators, architects, muralists, quilt artists, “junk” artists, video artists, graphic artists, etc.

**Music**

The music curriculum for each grade level enriches the district mandated language arts (Treasures) program, social studies, and science curricula while meeting the California State Music Standards. The music curriculum is created using the approved LAUSD music textbook, *Making Music*, by Silver Burdett. Dance is included in the instruction of music. The following are examples of the connection between music and other parts of the grade-level curriculum and state standards.

- **Kindergarten:**
  Students learn a song called “Rig a Jig Jig” which introduces them to the world of friendship. This supports the language arts unit, which focuses on finding friends and interacting with others. Students learn to sing the melody to “Rig a Jig Jig” and participate in a dance activity that goes along with the song. This singing and dancing unit meets the Kindergarten California State Music Standards 2.1, 2.2, 2.3, 3.4, 4.1, 4.2, and 5.1. These standards address the skills of singing age-appropriate songs from memory, echo short melodic patterns, play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction. In addition students will create movements that correspond to specific music, identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby). Students will also use music, together with dance, theatre, and the visual arts for storytelling.
• **First Grade:**
Students learn the traditional children's song “Rain, Rain” and discuss the sudden weather changes that can occur where we live. This supports the language arts unit, which focuses on weather. While singing the song, the students move their bodies up and down to show the movement of the melody and pitches Mi, Sol, La, in a Kodaly-like manner. They also discuss the concept of steady beat and the presence of quarter and eighths notes that occur on each beat within the song. This supports the First Grade California State Music Standards 1.1, 2.1, 2.2, 3.4, and 4.1. These standards address the skills: read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat). Students will sing age-appropriate songs from memory, play simple accompaniments on classroom instruments, use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form). They will also create movements to music to reflect focused listening.

• **Second Grade:**
Students explore the science of sound and vibrations in a unit called “The Instruments of the Orchestra”. They perform experiments with instruments to see how sound is made, how it travels, how we hear, and how/why pitches vary while learning about the families of instruments. Students are presented with various instruments and pictures of instruments. Students hear several of the instruments in each instrument family. At the end of the unit, students are tested on their ability to aurally identify the sound of the instruments. This unit supports the science curriculum of the second grade and meets the Second Grade California State Music Standards 1.4, 2.3, 3.1, 4.1, and 4.4. The standards address the skills identify simple musical forms, emphasizing verse/refrain, AB, ABA, play rhythmic ostinatos on classroom instruments, identify the uses of specific music, respond to a live performance with appropriate audience behavior.

• **Third Grade:**
Students begin reading all their music from a score, learning music terminology and vocabulary, and studying equivalent mathematical fractions by relating them to music (whole, half, quarter and eighth notes within measures). This unit supports the third grade math curriculum and the Third Grade California State Music Standards 1.1, 1.2, and 3.3. Students learn songs that relate to their language arts and social studies units such as “Draw Me a Bucket of Water”. Students discuss how pioneer and country people got water from wells before pipelines were installed. They learn to sing the song from memory, and participated in a dancing activity that matches the form of the song. This meets the Third Grade California State Music Standards 1.6, 2.1, 2.2, 3.1, 3.2, 3.4, 4.2, and 5.1. These standards address the skills: identify simple musical forms (e.g., AABA, AABB, round), sing with accuracy in a developmentally appropriate range, sing age-appropriate range, sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos. Students will also be able to identify the uses of music in various cultures.
and time periods, sing memorized songs from diverse cultures, identify differences and commonalities in music from various cultures, and create developmentally appropriate movements to express pitch, tempo, form, and dynamics.

- **Fourth Grade:**
The second semester of the fourth grade year is directly connected with the social studies unit on California history. Students learn the famous song “Route 66” and discuss the Dust Bowl and its impact on migration to the west. Students explore the geography of the United States and listen to two recordings of the song. Students use academic vocabulary to compare and contrast the different versions of “Route 66”. They then create choreography for the song and perform the piece during class. This unit supports the fourth grade social studies curriculum and meets the Fourth Grade California State Music Standards 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 5.2, 5.3, and 5.4. These standards address the skills: sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others, explain the relationship between music and events in history, identify music from diverse cultures and time periods, sing and play music from diverse cultures and time periods, compare musical styles from two or more cultures, and recognize the influence of various cultures on music in California. Specific criteria will be used when judging the relative quality of musical performances, integrating several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.

- **Fifth Grade:**
At the beginning of the school year, each student fills out a “Music Circles” chart. Each circle focuses on a different aspect of the student’s musical heritage and their musical background such as the first song they remember learning as a child, or the musical places they have been. The “Music Circles” charts are displayed in the classroom. This activity supports the Fifth Grade California State Social Science Standards 3.1, 3.2, 3.4, 3.5, 4.2, 5.1, and 5.2. The music curriculum also aligns with fifth grade social studies. Students study musical styles tied to American history such as ragtime, jazz, and blues, while exploring vocabulary, background and performance styles. This unit also supports the Fifth Grade California State Music Standards 3.1, 3.2, 3.4, 4.2, 5.1, and 5.2. These standards address the skills: describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances), identify different or similar uses of musical elements in music forms and styles, develop and apply appropriate criteria to support personal preferences for specific musical works, explain the role of music in community events, identify ways in which the music professions are similar to or different from one another.

Music training supports the brain’s ability to process sights and sounds, thus it may help support emergent literacy skills for all students. Researchers at Long Island University found that music instruction over a three-year period increased children's vocabulary and verbal sequencing ability – key components in the acquisition of reading and language skills. Since children are naturally drawn to music activities,
music education may be a uniquely effective way to help develop their reading ability. (Abigail Connors, early-childhood music specialist and author of 101 Rhythm Instrument Activities for Young Children, Gryphon House, 2004)

Physical Education
The physical education program provided to all grades is a supplement to the State standards, which the classroom teachers implement. This enrichment activity is an important component to providing our students with a healthy mind and body. This program also enhances the concepts of team sports and good sportsmanship while incorporating fairness in competition. Many schools often overlook a strong physical education program, but at Sherman Oaks Elementary Charter, we understand the importance of integrating the theory of physical education with organized and structured play.

Access to a regular physical education program can enhance all aspects of development including academic performance, movement knowledge, motor skills and self-esteem. These benefits can be achieved through quality physical education programs. For optimum results programs should be regular, frequent, developmentally appropriate, success-oriented, and instructed by trained physical education teachers (McKenzie, Sallis, Faucette, Roby, and Kolody, 1993).

Kindergarten – Fundamental motor skill development (balance, skipping, jumping, running), ball skills (dribbling, throwing, catching). Introduction to game play.

1st Grade – Continuation of ball skills (kicking) motor skill development. Introduction to tagging and chasing games, playground games and rules stressing fair play and good sportsmanship.

2nd Grade – Introduction to team play (kickball, roundball, flag tag, soccer). Stressing the importance of teamwork and sportsmanship and learning more advanced playground games.

3rd Grade – More advanced team play and games involving a net. Learning the skills necessary to play volleyball, basketball and team handball. Introduction to capture the flag and flag-related games.

4th Grade – Introduction to agility courses and track and field (sprinting, distance, hurdles, relay), more advanced game and team play.


Research shows that physical activity can improve executive function, the ability to concentrate, memory, and intellectual performance. Children given opportunities for physical activity are not only better able to concentrate, focus, and learn while in school,
but they are provided with the opportunity to develop the skills, self-confidence, and enjoyment of physical activity that can foster a physically active lifestyle that will support their overall health throughout their lives. -- California Center for Public Health Advocacy.

In addition, the school provides supplemental enrichment skills support through the *My Gym Fitness Program* once a week for 27 weeks for 40 minutes for each grade level.

**Computer Lab**

Our Computer Lab is a 21st Century resource utilized by all grade levels, TK-5. Whole class access to computers in addition to classroom computers and 1 to 1 iPads enables our teachers to effectively integrate technology used by students to better understand concepts being taught. The lab specialist provides support for teachers’ instruction and project-based learning. Materials include Microsoft Office Suite, iSuite, Sunburst Programs, Type to Learn 4, and Kid Pix. The goal in the Computer Lab is to teach a variety of technology skills across a range of standards based subjects in a nurturing environment. These skills are developed in exciting, yet relevant, project based lessons integrated with grade level classroom curriculum. The course of study uses programs to support the standards based instruction. (“Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on afterthought or an event.” Heide-Hayes Jacobs, Educational Consultant 2007).

- **Kindergarten:** Children begin learning Starfall.com, a phonetic-based reading program; Kidpix, a drawing program that allows the students to draw, type, control the mouse and keyboard, save, and print documents.

- **First grade:** Continue to build on Kidpix skills, now on a weekly basis, applying concepts from what they are studying in their unit to create their pictures. Many students completely master the program by the end of the year.

- **Second grade:** Second graders are introduced to MS Word basics and saving; introduction to the Internet and how to use it as a resource for their work; Kidpix slideshow functionality; Type To Learn, a touch key typing program.

- **Third grade:** Deeper learning of MS Word; how to create PowerPoint presentations from start to finish, from basic design to animating the finished product; more in-depth Internet use through web quests; Type to Learn; Accelerated Reader to test reading comprehension. Keyboarding “boot camp” prepares students to write efficiently.

- **Fourth grade:** Advanced operations in MS Office suite and at this point, most students demonstrate a solid understanding of the MacOS.

- **Fifth grade:** Thorough understanding of all MacOS applications and operations; learn GarageBand and Photoshop; can create their own music using prerecorded loops; taught how to use midi and internal microphone to create melodies and
record their voices; learn Photoshop skills and use creative applications to make rich multimedia presentations.

"Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important," says Bill Gates. "I'm a great believer that any tool that enhances communication has profound effects in terms of how people can learn from each other, and how they can achieve the kind of freedoms that they're interested in."

**Transitional Kindergarten**

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

**PROFESSIONAL DEVELOPMENT**

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

Professional Development is an on-going component at SOEC and an effective tool to meet the curricular needs of our students and teachers. Professional Development topics are driven by data that is used to inform leadership and teachers of SOEC’s pedagogical needs. Our Curriculum Committee aids in researching professional development programs and materials as needed. In addition, SOEC participates in both site-level and district professional development activities, with an emphasis on CCSS training.

In addition to the professional development that occurs during grade-level collaboration and faculty meetings on Tuesdays, SOEC has invested heavily in additional teacher training since becoming an affiliated charter. Through a combination of our charter funding and parent association donations, the vast majority of SOEC teachers have attended professional development conferences in the latest research-based teaching methods to improve learning in core subjects including but not limited to: “Write...from the Beginning,” UCLA Curtis Mathematics training, TEAL (Technology Enhanced Arts Lessons,) LACMA Evening for Educators, Next Generation Science Standards training, 42nd Annual City/County Gifted Conference. Budget permitting, we will continue the tradition of sending teachers to conferences. Those few teachers who have not yet attended off-site training receive in-house professional development from experts at their grade level. Because of the commitment to professional development in evidence-based programs, SOEC students experience a coherent curriculum across grade levels. Both quantitative and qualitative assessments indicate that students are improving in their writing because of this powerful, consistent program. Professional development topics planned for 2016-2017 school year include, “Write from the Beginning”, Next Generation Science Standards,
Technology Integration and Blended Learning, Close Reading, Understanding By Design-Backwards Planning in Mathematics, positive behavior support, and special education.

**MEETING THE NEEDS OF ALL STUDENTS**

**English Learners**

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

Sherman Oaks Elementary Charter continues to work with English Learners to ensure they meet and/or exceed English language proficiency and grade level standards comparable to their fluent English proficient peers. The school purposefully budgets an out-of-classroom teacher as a school coordinator to oversee the English Learner Program and work closely with teachers and families to ensure the Master Plan is being followed and accountabilities are met each month.

There are several resources and programs in place at Sherman Oaks Elementary Charter to help support English Learners, their families, and teachers. Beginning in 2014, our English Language Advisory Committee (ELAC) recommended the purchase of a web-based reading program to enhance our ELD curriculum. This program, Lexia Reading Core 5, is designed to meet the common core state standards and utilizes individualized instruction and reinforcement based on continuous assessment. The program is research-based and is supported by auditory and visual cues spanning grade levels from Kindergarten to fifth grade. Being able to access more than one grade level of standards allows our EL students to review as well as preview skills. Lexia Reading Core 5 can be accessed at both school and home. Teachers and parents can closely monitor this program to determine our EL students’ area of need and strength.

A Language Acquisition Team (LAT) works to ensure teachers receive support in meeting the goals for each EL student. The team meets once a month to examine growth/progress, reclassification criteria, intervention services, and answer any questions teachers may have about the status of their students. The team is also available to teachers and parents throughout the school year to monitor consistency with instruction and documentation.

Data shows that our work with EL students has been effective. Our goal for English Learners that are identified in Kindergarten continues to be reclassification by the end of fourth grade.

The chart below shows the number of students who reclassify each school year according to the California Department of Education’s website. Although District reclassification
criteria has shifted from year to year, Sherman Oaks Elementary Charter is able to reclassify English Learners before they culminate elementary school.

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th># EL</th>
<th># Reclassified</th>
<th>% Reclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 - 2013</td>
<td>93</td>
<td>17</td>
<td>18%</td>
</tr>
<tr>
<td>2013 - 2014</td>
<td>87</td>
<td>6</td>
<td>7%</td>
</tr>
<tr>
<td>2014 - 2015</td>
<td>77</td>
<td>21</td>
<td>27%</td>
</tr>
</tbody>
</table>

The chart below shows how our English Learners have continued to show growth by scoring Proficient on the California English Language Development Test (CELDT) per California Department of Education.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>English Learners Scoring Proficient on CELDT</td>
<td>48%</td>
<td>55%</td>
<td>65%</td>
</tr>
</tbody>
</table>

**Gifted and Talented Students and Students Achieving Above Grade Level**

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

All second grade students take the Otis-Lennon School Ability Test (OLSAT) to determine if they meet the eligibility as Gifted/Talented (GATE) students. We also identify students in high achievement and intellectual ability.

Sherman Oaks Elementary Charter is committed to engaging GATE and all students with comprehensive learning strategies for different learning modalities and kinds of intelligences. Teachers provide identified and potential GATE students with access to differentiated lessons, tasks, and assignments that will encourage students to develop and utilize cognitive and critical thinking skills. Students are asked to demonstrate their comprehension and thorough knowledge of subjects by defining, describing, and providing evidence for what they have asserted through analysis and synthesis of this information. Additionally, students present novel, oral, written, digital, or other products at an appropriate academic level. Students are also introduced to Sandra Kaplan’s Depth and Complexity icons and strategies outlined in our District GATE plan to meet the needs of high achievers.

Students identified gifted in Visual and/or Performing Arts through the District’s GATE identification process has access to the District’s Saturday Conservatory of Fine Arts. Our school pays the fee for this service.
Students identified as gifted are placed in gifted “clusters” with teachers who have had specialized training in gifted education.

**Students Achieving Below Grade Level**

Students achieving below grade level are identified using classroom assessments, anecdotal records/classroom observations, as well as District and State standardized assessments. SOEC will utilize standardized summative and formative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3rd - 5th (yearly), CELDT/ELPAC (yearly), DIBELS Reading Assessments (every 6-8 weeks), CA Treasures Assessments (weekly and per unit), District Interim Math Assessments (every 6-8 weeks), District Interim Assessments for ELA and Math (2-3 times in a school year), District Science Assessments (4th and 5th grade - 3 times a year), and Science CST (5th grade only – yearly). Data from these different assessments is collected and studied by teachers independently and at bi-weekly or monthly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers. Students who are identified as below-benchmark on the DIBELS assessment at the beginning and/or middle-of-the-year are place into intensive reading intervention programs where progress is more frequently monitored and on-going collaboration with the teacher is established.

Full-Time Assistant Principal, Instructional Specialist - SOEC has a full-time AP, IS who develops school-based, tier I and tier II interventions for students in various grade levels to help students master ELA and Math skills taught in the classroom.

Early Literacy Interventions - Two trained teachers’ assistants, who work under the supervision of the AP, IS work with students in small groups to help them master specific skills.

Class Size Reduction Teacher - Through our Block Grant funding, we purchase an additional classroom teacher. Smaller class size allows for more individual attention and differentiated learning.

TSP Advisor - We invest our Block Grant funds to maintain a full-time coordinator, who focuses the majority of his/her time on serving the various subgroups at SOEC, including those students achieving below grade level.

When budget permits, SOEC will purchase 1-2 days of additional school Psychologist time in order to provide social skills groups to support students’ social emotional and behavioral needs.

Each year, SOEC will budget funds to compensate teachers who provide after school intervention for our English learners and other at-risk students.

When budget permits, SOEC will fund 1-2 days of Pupil Services Attendance Counselor services to support families with chronic absenteeism.
Through our series of interventions, we have consistently and significantly helped more students achieve at grade level, with fewer students scoring Basic or below. The chart below shows the steady decrease in the percentage of students scoring Basic, Below Basic, and Far Below Basic:

**Percentage of Sherman Oaks Elementary Charter Students Performing below Proficient or Advanced on CST**

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</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>31.2%</td>
<td>31.4%</td>
<td>30.5%</td>
<td>26.3%</td>
<td>25.7%</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>27.2%</td>
<td>28.5%</td>
<td>25.0%</td>
<td>25.3%</td>
<td>18.6%</td>
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*Performance Meter Data Summary Sheet 2012-2013

**Socio-Economically Disadvantaged Students**

Socio-Economically disadvantaged students are identified primarily through our free or reduced price meal applications. On an annual basis, all families are encouraged to complete the meal application regardless of whether or not they may qualify for free or reduced priced meals. SED students may also be identified through the enrollment process when verifying residence information. Students identified as homeless or foster youth will be given access to additional LAUSD services and supports. An LAUSD Homeless Liaison will be assigned to meet with individual families to address their unique needs and monitor student progress.

SOEC provides a multitude of enrichment opportunities to broaden the experience of the Socio- Economically Disadvantaged Students through exposure to the arts, field trips, and science and computer labs. All fifth grade students have the opportunity to participate in AstroCamp, a three-day outdoor educational experience that focuses on cooperation and team building. Our community offers additional support and assistance to identified families through our supplemental programs including a limited number of “scholarships” to our “Kids Center” licensed day care program, summer, winter and spring camps. Socio- Economically Disadvantaged Students who are achieving below grade level also receive the supports described above.

In the last five years for which we have CST data, SOEC has shown an overall positive trend in achievement by students who are socio-economically disadvantaged. The charts below show significant improvement in both ELA and Math since we became an affiliated charter, and our students consistently achieve at higher levels than District averages. As corollary, we will continue to dedicate resources to helping these students continue to achieve.

**Percentage of Socio-Economically Disadvantaged SOEC Students at Proficient and Advanced on CST**
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>62.3%</td>
<td>56.0%</td>
<td>55.7%</td>
<td>57.5%</td>
<td>71.6%</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>52.2%</td>
<td>50.0%</td>
<td>51.0%</td>
<td>56.9%</td>
<td>62.2%</td>
</tr>
</tbody>
</table>

* Performance Meter Data Summary Sheet 2012-2013

**Students with Disabilities**

**Special Education**

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

**Conversion Affiliated Charter**

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

   a. **General Requirements**

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

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

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

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

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

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

The District Affiliated Charter School is responsible for the management of its personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

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

c. Assessments

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

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

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

*Modified Consent Decree Requirements*

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

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

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

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

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

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

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

**Students in Other Subgroups**

**Homeless Youth**

Homeless Youth would be supported in the same way as mentioned above based on their educational and social-emotional needs in order to promote academic success and student achievement. Through our School Coordinator we will work to ensure equal access to all school curriculum and enrichments, meal programs, as well as other applicable services available at SOEC. Our Assistant Principal is responsible for implementation of the Homeless Education Program that helps to serve these families in transition by providing advocacy and referral services as needed.

**Foster Youth**

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

"**A Typical Day**"
Sherman Oaks Elementary Charter School is the kind of school that differentiates instruction for all ability-mixed classrooms. We believe that children want to be active participants in their educations, therefore, our classrooms need to be interactive, using best practices with all participants with all populations and embracing technology whenever possible. State standards are met or exceeded through child-centered instruction using the students’ personal experiences and interests to guide project based and District approved curriculum. Students are provided experiences to learn to form connections and how to select topics that interest them, research that topic, interview and take notes independently. Students are given opportunities to share what they have learned in a variety of ways: oral, kinesthetic, and technological-in addition to written. Products are used to reinforce standards in math, science, social studies, music, art, economics, language arts and literature.

We notice that as the students create their products, research skills become more developed, their ability to communicate becomes easier, and they learn more from each other. Visiting a third grade classroom, one can feel the high motivation and see the eager students begin reading in groups formed from their shared interests. There are posted criteria charts and rubrics to help the students set goals and scaffold their classroom learning.

The fourth grade students are using technology in their classrooms. They may be researching new information for their research project related to Westward Expansion or the Gold Rush. The classroom teacher is working with students to place information into the application Notes on their iPads and then into a Keynote presentation.

There is a fifth grade class is seen walking to Art Explorers to work on drawing human figures in the style of Edgar Degas. This knowledge is will be used to draw storyboards for the movie shoot or the book illustrations depending on the student’s project. A second fifth grade class is seen transitioning to Music class. The teacher is working with rhythm instruments. Students begin creating musical compositions to be added to Garage Band for their musical background of a PowerPoint or iMovie. The kindergarten class just completed practicing the dance to the song they read this morning in class and will perform for their parents this month.

Passing the auditorium, we see first grade perfecting their drama skills and dance techniques, while getting ready for their project presentation on trees in the mountains and desert. A student created a play to show their learning from the Foss Kit and their research on how different trees grow.

Continuing up the ramp toward the main building to Room 7, our science lab is full of scientists hypothesizing and carrying out lab experiments and utilizing Foss kits to their fullest. On the agenda for the following weeks are investigations into why certain plants grow in sand compared to mulch, an extension of the Foss kit explorations.

The love of literature is encouraged with opportunities for students to visit our Wonder of Reading library. SOEC’s part time librarian helps students learn basic library skills when
they come to check out books on a weekly basis. Library books are purchased yearly, with funds provided by the District, our parent association and other donations. The library serves as a community center for professional developments, parent association meetings, and a place for after school children to complete homework.

We are a full-inclusion school, which means, every classroom is a blend of mixed ability students. Small groups, cooperative learning and peer tutoring encourage everyone to participate in active learning groups where all are successful.

As twenty different languages are spoken in our school community, we have found that research-based learning with multi-sensory products have given our English Learners an advantage to select a way that they can express what they have learned without a language barrier.

The parents and other community volunteers are talking about the upcoming parent training techniques to better understand the Write From the Beginning program SOEC has adopted.

After school, the Super School classes, sponsored by our parent association are filled to capacity. A wide variety of arts, sciences, technology and physical activities are offered to extend the day.

This is what ALL public schools should feel like, a community of learners, learning everything we can, in our own special way!

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Integrated Opportunities for Program Enrichment</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning Routine</strong></td>
<td>• Morning announcements&lt;br&gt;• Friday morning assembly, held monthly; Flag salute led by 5th grade student council members at 8:00 am</td>
<td>• Flag Salute&lt;br&gt;• Recognition of perfect attendance/character traits&lt;br&gt;• Dedications/inductions (book fair, recycling, community service initiatives, etc)&lt;br&gt;• Group presentations, sing-a-long (relevant to assembly topic)</td>
<td>• Engage all community members in one setting, consistently&lt;br&gt;• Venue to dispense timely (such as SBAC prep, student code of conduct, and upcoming events)&lt;br&gt;• Enlist broad-based stakeholder participation&lt;br&gt;• Opportunity to celebrate&lt;br&gt;• Posting of student pictures on dedicated bulletin board</td>
</tr>
<tr>
<td><strong>Language Arts Block</strong></td>
<td>8:15-9:50/10:20&lt;br&gt;• Team teaching in flexible groups of standards-based content, enhanced with:&lt;br&gt;1. Lecture/discussion&lt;br&gt;2. Team teaching&lt;br&gt;3. Departmentalized thematic unit extensions&lt;br&gt;4. Universal Themes</td>
<td>• Cooperative grouping&lt;br&gt;• Differentiated curriculum for different learning groups&lt;br&gt;• Lexia&lt;br&gt;• Hands-on, inquiry based instruction&lt;br&gt;• Literature Circles&lt;br&gt;• California Treasure&lt;br&gt;• Flexible grouping&lt;br&gt;• Write from the Beginning</td>
<td>• Provide a stimulating, engaging, and challenging environment for each and every student&lt;br&gt;• Cross disciplinary projects as a means to enhance critical thinking&lt;br&gt;• Cross disciplinary learning through the use of technology to create an end product&lt;br&gt;• Effective writing and speaking skills</td>
</tr>
<tr>
<td>Time Period</td>
<td>Independent Work Time</td>
<td>Mathematics Block</td>
<td>Lunch</td>
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<tr>
<td>10:10/10:35-11:00</td>
<td>Writing extensions/thematic unit</td>
<td>Library</td>
<td>SRA</td>
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<td></td>
<td>Extensions</td>
<td>SRA</td>
<td>Lexia</td>
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<tr>
<td></td>
<td>Differentiation</td>
<td>ELD instruction</td>
<td>ELD instruction</td>
</tr>
<tr>
<td></td>
<td>(GATE, ELL, Resource), Reteaching</td>
<td>ALEKS math</td>
<td>ALEKS math</td>
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<td></td>
<td></td>
<td>Khan Academy</td>
<td>Khan Academy</td>
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<td>Daily Bite</td>
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<td>Marcy Cook</td>
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<td>AIMS</td>
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<td>Math Their Way</td>
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<td>11:00-11:45/12:20</td>
<td>MyMath</td>
<td>Flexible grouping</td>
<td>ALEKS math</td>
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<td>Engage NY</td>
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<td>Cooperative Learning</td>
<td>Marcy Cook</td>
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<td>Hands-on manipulatives</td>
<td>AIMS</td>
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<tr>
<td></td>
<td>Math Fluency</td>
<td>Math Their Way</td>
<td>Math Their Way</td>
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<td>Intervention</td>
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<td>Recycle</td>
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<td>Organized games</td>
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<tr>
<td>1:05-2:24</td>
<td>Standards-based curriculum</td>
<td>Science Lab</td>
<td>State and District standards-based curriculum</td>
</tr>
<tr>
<td></td>
<td>Interactive/hands-on modalities to illuminate abstract concepts</td>
<td>State and District standards-based curriculum</td>
<td>Foss Kits</td>
</tr>
<tr>
<td></td>
<td>These days alternate to allow for a concentration of activities on alternating days</td>
<td>Foss Kits</td>
<td>Interactive activities and models</td>
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<td>Foss Kits</td>
<td>Hands-on Science Lab journals</td>
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<td>Interactive activities and models</td>
<td>Simulations</td>
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<td>Hands-on Science Lab journals</td>
<td>Simulations</td>
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<td>Simulations</td>
<td>Simulations</td>
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<td>Learning through the arts, musicals, multicultural dances, studying photography and paintings</td>
<td>Exhibits and presentations</td>
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<td>Exhibits and presentations</td>
<td>Astrocamp</td>
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<td>Astrocamp</td>
<td>History Simulations</td>
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<td>History Simulations</td>
<td>Bad Wolf Press plays</td>
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<td>Bad Wolf Press plays</td>
<td>Field trips</td>
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<td>Field trips</td>
<td>Expert visits</td>
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<td>Expert visits</td>
<td>Red Ribbon Week</td>
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<td>Second step</td>
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<td>Second step</td>
<td>Jump Rope for Heart</td>
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<td>Jump Rope for Heart</td>
<td>Music Appreciation Week</td>
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<td>Music Appreciation Week</td>
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</table>

**Physical Education**
- Standards-based instruction
- Sportsmanship
- Cooperation and team building
- Cooperative play
- Following directions and rules
<table>
<thead>
<tr>
<th>Dismissal</th>
<th>2:24</th>
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<tbody>
<tr>
<td><strong>After School Programs</strong> 2:24-6:00</td>
<td></td>
</tr>
<tr>
<td>• My Gym program</td>
<td></td>
</tr>
</tbody>
</table>

| • Intervention |  |
| • Beyond the Bell-Youth Services (District) |  |
| • Kid's Center (Sherman Oaks Parent Association) |  |
| • Musical Theatre |  |
| • Enrichment Programs (SOPA) |  |
| • Karate |  |
| • Sports |  |
| • Dance and Arts |  |

| • Diverse opportunities for all students |  |
| • Students receive support in content areas |  |
| • Students participate in cooperative and skill based games |  |

| **Parent Education** |  |
|  |  |
| • Gifted/Talented |  |
| • Homework help |  |
| • Conflict Resolution |  |
| • School Report Card |  |
| • Common Core Standards |  |

| • Parents are invited to learn about curriculum, students issues, GATE/High Achievement program |  |
| • Grade-level standards |  |

| • Training parents (Team) effort to support all students |  |
| • Understanding content being taught in school |  |
| • Meeting other parents |  |

| **Integrated Enrichment** |  |
|  |  |
| • PE |  |
| • Music |  |
| • District Programs Arts |  |
| • Art Explorers |  |
| • Computer Lab |  |
| • Science Lab |  |
| • Science Enrichment (K only) |  |

| • Our group is unique in that we will have an enrichment program embedded into our daily lives. All students participate in the preceding programs on a weekly basis. |  |
| • Express through various art forms, knowledge, and understanding of other disciplines. Students will examine and formulate deeper understandings by integrating the arts. |  |
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data MiSiS and other data systems used or required by the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

In addition to the measurable goals and objectives of the school’s educational program stated in the above LCFF Table, SOEC’s curriculum includes an integrated, inquiry-based K-5 curriculum aligned with Common Core State Standards (CCSS) for ELA and Math, California ELD Standards, Next Generation Science Standards, and California State Standards for Social Studies. Cross-curricular, hands-on project-based enrichment curricula meet or exceed State Standards for Music, Art, Physical Education, and Technology. The SOEC program embraces the following key elements:
Standards are Essential: CCSS serve as a benchmark for what students at each grade level need to learn. These standards are a crucial aspect of making sure we are meeting the academic needs of all students. They also serve as a guide for teachers, administrators, parents, and students themselves as to the specific, basic knowledge and skills the students must master.

Challenging Curriculum: The goal of SOEC is to provide a challenging, 21st Century curriculum that will not only meet but also exceed the minimum thresholds established by the District and the State.

Trained Teachers: If students are going to be held to high standards, they need teachers who know the subjects and know how to teach those subjects. Strategies for significant and on-going teacher professional development using the selected curricula are included in the SOEC program.

Desired Outcomes of the School's Instructional Program

Language Arts: Students will be able to read, write, listen and speak effectively. Students will be able to incorporate the language of the discipline or content area and will support their conclusions with evidence from text when writing and speaking. Furthermore, they will actively read and listen and be able to locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations.

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

Science: Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as Physical, Life, and Earth. In addition, students will learn about Ecology. Students will formulate their hypothesis and conduct experiments utilizing the scientific method as they engage in hands-on critical thinking experiments in our Science Lab. They will apply their skills to gain further understanding of scientific concepts whenever possible by utilizing such resources as our school's garden, on-campus recycling program, science fairs and our annual AstroCamp trip for our 5th grade students.

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

Technology: SOEC students will utilize the school's Computer Lab to learn and understand the used of current technology and real-world a applications. Through the Computer Lab, students will apply these applications to complete project-based learning activities that results in portfolios, presentations and video recording that demonstrating their understanding of concepts from various disciplines. As a one-to-one school,
technology will be integrated throughout daily lessons to enhance each student learning experiences increase individualized and collaborative learning opportunities.

**Arts:** Students will develop knowledge of and appreciation for the arts such as music, visual arts, theatre, and dance/creative movement. This will be promoted through an academic curriculum intertwined with enrichment instruction by specialists.

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

**Cultivating Life-Long Learners**

Keeping the focus on the whole child, students at SOEC will also develop lifelong learning skills and interpersonal skills, which include:

**Leadership, Collaboration and Cooperation:** Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level.

**Goal Setting:** In keeping with their own abilities students will learn to set their own short-term and long-term academic goals to enhance their own learning experience as well as develop a reflective lens for evaluating their own success.

**Critical Thinking and Problem Solving:** Students will learn to be effective problem solvers and will develop critical-thinking skills. Students will effectively apply these skills when collaborating with various partners and demonstrate the ability to clearly and persuasively express their own ideas.

**Self-Discipline:** Students will learn to control their behavior at all times and will respect and uphold the values of the community. Students will learn to use effective communication strategies on the playground to solve conflicts.

**Citizenship:** Students will learn and practice their civic rights and responsibilities, and will have an appreciation of their impact on the immediate community and the larger world. Older students will be given the opportunity to run for Student Council and participate in a democratic election process. This will provide a stakeholder experience to the students and help them to feel invested in the school community. 5th grade students are able to participate in our school’s “peace corps” which allows them an authentic opportunity to “give back” to their community. By implementing clean campus initiatives and supporting our youngest learners through tutoring our corps members develop a true sense of community responsibility and personal maturity.

**Measuring Pupil Outcomes:**
SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Summative Assessments

SOEC will utilize standardized summative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3rd- 5th (yearly), CELDT/ELPAC (yearly), and Science CST (5th grade only – yearly). These assessments give teachers a common measure of student performance as well as an indication of what may need to be reviewed. Teachers and administrators can make decisions regarding instructional programming based on how a student performs in relation to other grade-level students who take the same test(s).

Over the course of our Charter we have gleaned much from the summative assessments/CST data and have set goals for our future Charter term:

**Measurable Goals for the Charter Term (Smarter Balanced Assessment Consortium & Science CST):**

- 58% or more of students will meet or exceed standards in English Language Arts.
- 50% or more of all students will meet or exceed standards in Math
- 77% of fifth grade students will score proficient on the CST science test
- 70% or more of English Learners will acquire English Proficiency (AMAO1- CELDT Annual Growth or ELPAC)
- 68% percent of students will have 96% or higher attendance

**SOEC Gains in Student Achievement Over Time**

SOEC has shown consistent growth in its API score over the last four years. SOEC’s goal will be to maintain our school score that falls in the top 10% of scores obtained through the new annual summative assessment, Common Core/Smarter Balanced Assessment Consortium (SBAC) testing.

<table>
<thead>
<tr>
<th>Year</th>
<th>API Score</th>
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<tbody>
<tr>
<td>2012-2013</td>
<td>880</td>
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<tr>
<td>2011-2012</td>
<td>869</td>
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<tr>
<td>2010-2011</td>
<td>856</td>
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<tr>
<td>2009-2010</td>
<td>854</td>
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</table>

*CDE 2010-2013

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

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<tbody>
<tr>
<td>Statewide API Rank</td>
<td>8</td>
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<tr>
<td>Similar Schools API</td>
<td>3</td>
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<tr>
<td>Rank</td>
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</table>

*CDE 2010-2014*

Over the past four years SOEC has made steady gains in student achievement. In 2011-2012 when SOEC first became an Affiliated Charter school, the school had an API score of 856, well over the State API benchmark of 800. Since then the API has increased to 880. Even with such a high school-wide API score it was apparent from the data that an achievement gap existed among the subgroups. The English Learners, Students with Disabilities, and Socio-Economically Disadvantaged subgroups scored below the benchmark of 800 and well below the other significant subgroups the year prior to becoming an affiliated charter.

Between 2011, when SOEC became an Affiliated Charter, and 2013 most subgroups increased their API score, with the greatest improvement in the Socio-Economically Disadvantaged subgroup (a 68-point increase). Both the English Learners and Socio-Economically Disadvantaged subgroups exceeded the benchmark API of 800. (See table below).

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<tbody>
<tr>
<td>All Students</td>
<td># 496</td>
<td>498</td>
<td>523</td>
<td>534</td>
<td>560</td>
<td>860</td>
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<td>807</td>
<td>826</td>
<td>842</td>
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<td>Native American</td>
<td># 4</td>
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<td># 20</td>
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<td>37</td>
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<td>Latino</td>
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<td>306</td>
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<td>288</td>
<td>286</td>
<td>306</td>
<td>289</td>
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</table>
Although SOEC's subgroups showed great improvement in API scores, they did not meet all of the proficiency benchmarks from 2011-2013 as shown on the Annual Measurable Objectives by Subgroup (see below).

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</thead>
<tbody>
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<td>All Students</td>
<td>67.6</td>
<td>70</td>
<td>68.5</td>
<td>74.9</td>
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<td>72.7</td>
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<td>73.7</td>
<td>89.2</td>
<td>72.9</td>
<td>89.5</td>
<td>79.8</td>
</tr>
<tr>
<td>African American</td>
<td>y</td>
<td>69.9</td>
<td>y</td>
<td>65.8</td>
<td>68.7</td>
<td>61.2</td>
<td>n</td>
<td>71.4</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>y</td>
<td>87.5</td>
<td></td>
<td>93.8</td>
<td>83.8</td>
<td>91.9</td>
<td>n</td>
<td>88.9</td>
<td>91.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td>y</td>
<td>55.9</td>
<td>y</td>
<td>62.7</td>
<td>y</td>
<td>59.7</td>
<td>y</td>
<td>67.8</td>
<td>59.6</td>
<td>y</td>
<td>67.9</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>y</td>
<td>74.8</td>
<td>y</td>
<td>80.7</td>
<td>y</td>
<td>77.2</td>
<td>n</td>
<td>76.1</td>
<td>n</td>
<td>75.2</td>
<td>y</td>
<td>84.1</td>
</tr>
<tr>
<td>English learners</td>
<td>y</td>
<td>55.6</td>
<td>y</td>
<td>63.3</td>
<td>55.7</td>
<td>61.5</td>
<td>50.7</td>
<td>72.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Sherman Oaks/Disabilities</td>
<td>n</td>
<td>31.1</td>
<td></td>
<td>36</td>
<td>39.5</td>
<td>42.4</td>
<td>35</td>
<td>51.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socio- Eco Disadv</td>
<td>y</td>
<td>51.4</td>
<td>n</td>
<td>53.8</td>
<td>y</td>
<td>58</td>
<td>Y</td>
<td>61.6</td>
<td>Y</td>
<td>70.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note. AMO = Annual Measurable Objectives; CCC = Percent At or Above Proficient; y = Met AYP Criteria; n – Did Not Met AYP Criteria

SOEC provides numerous supports to these Subgroups in an effort to meet proficiency requirements including a Class-Size Reduction Teacher, Early Literacy Intervention, TSP...
Advisor," after-school intervention programs specifically for English Learners, Milken Community High School Reading-Buddies for at-risk readers, and “SOEC Cares” program coordinated by SOPA as necessary for our Socio-Economically Disadvantaged students.

Over the past three years, SOEC 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 from LAUSD My Data Long-Term English Learners.)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Total # of English Learners</th>
<th>Long Term EL</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>64</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>56</td>
<td>6</td>
<td>.11%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>72</td>
<td>6</td>
<td>8%</td>
</tr>
</tbody>
</table>

The graph below shows the number of students that reclassify each school year. Although the District’s reclassification criteria have shifted from year to year, SOEC is consistently able to reclassify English Learners well before they culminate elementary school.

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th># EL</th>
<th># Reclassified</th>
<th>% Reclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 - 2013</td>
<td>93</td>
<td>17</td>
<td>18%</td>
</tr>
<tr>
<td>2013 - 2014</td>
<td>87</td>
<td>6</td>
<td>7%</td>
</tr>
<tr>
<td>2014 - 2015</td>
<td>77</td>
<td>21</td>
<td>27%</td>
</tr>
</tbody>
</table>

*Reclassification Data from CDE

The graph below shows how our English Learners have continued to show growth by scoring Proficient on the California English Language Development Test.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>48%</td>
<td>55%</td>
<td>65%</td>
</tr>
</tbody>
</table>

The graph below shows English Learner Accountabilities as measured by the Annual Measurable Achievement Objectives.

<table>
<thead>
<tr>
<th>MET</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
</table>

Page 60 of 126
<table>
<thead>
<tr>
<th>AMAO 1 (Annual growth on CELDT)</th>
<th>YES</th>
<th>68%</th>
<th>64%</th>
<th>78%</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMAO 2 &lt; 5 years (Attaining English Language Proficiency)</td>
<td>YES</td>
<td>39%</td>
<td>35%</td>
<td>47%</td>
</tr>
<tr>
<td>AMAO 2 &gt; 5 years (Attaining English Language Proficiency)</td>
<td>Yes</td>
<td>56%</td>
<td>36%</td>
<td>N/A</td>
</tr>
<tr>
<td>AMAO 3 ELA (Proficiency in ELA)</td>
<td>Data unavailable</td>
<td>45%</td>
<td>38%</td>
<td>N/A</td>
</tr>
<tr>
<td>AMAO 3 Math (Proficiency in Math)</td>
<td>Data unavailable</td>
<td>50%</td>
<td>65%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

In summary, SOEC has continued to strive to meet all Annual Measurable Objectives (AMO) by providing Students with Disabilities, Socio-Economically Disadvantaged, and English Learners with the supports necessary to meet proficiency requirements.

Although we have not met all of the AMO’s, the most recent (2013) API scores for these Subgroups at SOEC exceed those of the District and the State. (See table below).

*School Report – API Growth (CDE 2013)
During the years 2010-2013, CST results indicate that SOEC 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**

*This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).*
Since SOEC became an Affiliated Charter the students in 5th grade taking the CST in Science have made significant gains over the past four years. Most noteworthy is the percentage of students scoring below Proficient has decreased dramatically over this period of time.

**SOEC - CST Science Results – GRADE 5**

<table>
<thead>
<tr>
<th>Result Type</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Tested</td>
<td>114</td>
<td>105</td>
<td>94</td>
<td>116</td>
<td>86</td>
</tr>
<tr>
<td>% Advanced</td>
<td>23</td>
<td>26</td>
<td>24</td>
<td>40</td>
<td>29</td>
</tr>
<tr>
<td>% Proficient</td>
<td>53</td>
<td>46</td>
<td>52</td>
<td>33</td>
<td>45</td>
</tr>
<tr>
<td>% Basic</td>
<td>12</td>
<td>17</td>
<td>18</td>
<td>24</td>
<td>19</td>
</tr>
<tr>
<td>% Below Basic</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>% Far Below Basic</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td></td>
</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.
MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

SOEC will utilize standardized formative assessments which include, but are not limited to: DIBELS Reading Assessments (every 6-8 weeks), CA Treasures Assessments (weekly and per unit), District Interim Math Assessments (every 6-8 weeks), and District Interim Assessments for ELA and Math (2-3 times in a school year. In addition, SOEC will utilize authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios of significant work, journals, in and out-of-class work samples, homework, teacher-created tests, teacher observations, checklists, rubrics, anecdotal records, publisher-provided criterion referenced tests, and projects. Also known as performance assessments, these types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement.

SOEC believes that formative assessments are ongoing and afford teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. We are committed to ensuring that each student reaches his or her proficiency level in the areas of language arts and mathematics.

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

We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Data from these different assessments is collected and studied by teachers independently and at bi-weekly or monthly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers.

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

<table>
<thead>
<tr>
<th>Formative Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
</tr>
<tr>
<td>- Critique, justify, and theorize in</td>
</tr>
</tbody>
</table>
| Arts Writing | writing across disciplines with evidence  
- Inform, persuade, and expose in writing with text-based and personal evidence  
- Defend, critique and illustrate in oral and written formats  
- Describe and illuminate in oral and written format using figurative language  
- Apply vocabulary development and knowledge in written and oral format  
- Demonstrate critical thinking skills specific to Depth of Knowledge degrees  
- Produce inquiry-based research projects aligned to thematic subjects in various disciplines  
- Creative Writing – stories & poetry - “Think Like a Disciplinarian”, (e.g. emulate accomplished professionals)  
| - District-mandated tests  
- Teacher-developed assignments, tests, and activities  
- Write From the Beginning program, writing prompts  
- Writing Journals  
- Digital Portfolios / Portfolios containing work of significant achievement  
- Oral Presentations and Project exhibits  
- Debate and Speech, including but not limited to in-class debates, monologues, poetry recitation, script writing and performing  
- End of unit projects |
| Language Arts Reading | - Identify, analyze and evaluate thematic cross-curricular literature  
- Discern relevant information after careful examination and exploration of text  
- Distinguish between fact vs. fiction and important supporting details  
- Understand cause & effect and connections in rising action  
- Select and evaluate books and other “reads for pleasure” while also participating in a leveled individualized reading program  
| - District-mandated tests  
- Teacher-developed assignments, tests, and activities  
- CA Treasures Reading series  
- DIBELS  
- LEXIA - Close Reading  
- Project-based learning inquiry Projects  
- Accelerated Reader  
- Leveled Literature Circles  
- Oral Presentations and Project exhibits |
| * | - Apply and practice acquired skills in daily math problem solving  
- Discern |
| * | - District-mandated tests  
- Teacher-developed assignments, tests, and activities |
| **Math** | operations necessary to solve word problems  
- Persevere in solving problems, including multi-step/multiple strategy problems - Explain / show math strategies and justify solutions | activities - Publishers’ classwork, homework, activities, and tests (My Math, Engage New York, ALEKS, Khan Academy) - Online and manipulative-based math activities |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>- Develop theories and test them in experiments utilizing scientific inquiry process - Report on findings in oral or written presentation; conduct further inquiry - Persevere in solving problems, including multi-step problems - Employ language of the discipline - Use “Think Like a Disciplinarian” ideas to theorize and view other subjects such as music, art, and history as a scientist - Understand the need to integrate eco-friendly practices in our everyday lives to better our local and global communities - Incorporate STEAM curriculum</td>
<td>- District-based tests - Teacher-developed assignments, tests, and activities - Field studies - Interactive units and simulations - Lab-based experiments and STEAM activities (FOSS Kit materials) - Science note-taking and reflective journals - Exhibits and presentations - Student-led gardening and recycling programs – Dedicated Science Lab</td>
</tr>
<tr>
<td><strong>History and Social Studies</strong></td>
<td>- Understand cause and effect connections of the making of civilizations - Relate and connect over time patterns in events - Finding parallels in historical events - Read content area information to critique events and policies of the past - Interpret, information to draw conclusions and make predictions - Use role play and interactive</td>
<td>- Teacher-developed assignments, tests, and activities - Field studies - Interactive units and simulations (Scott-Foresman) - Portfolios of significant achievement - Exhibits and oral presentations - Integration of the Arts</td>
</tr>
<tr>
<td>Technology (Computer Lab/iPads)</td>
<td>- Use Internet for research and learn to evaluate relevant versus irrelevant information - Use word processing applications to create documents - Create spreadsheets to analyze data - Use artistic applications to create original and novel products - Learn to be respectful and responsible digital citizens - Some teachers are piloting use of Schoology Learning Management System and exploring the possibility of implementing a Blended Learning model.</td>
<td>- Teacher-developed activities - Portfolios of significant achievement - Presentations and inquiry-based projects</td>
</tr>
</tbody>
</table>

**METHOD BY WHICH PUPIL PROGRESS TOWARDS OUTCOMES WILL BE MEASURED**

**Authentic Assessments:** Authentic assessments are ongoing and can better evaluate a student over time and in a variety of settings. These types of assessments include but are not limited to teacher-developed assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher-developed tests, rubrics, criteria charts, and short-term and long-term projects.

**Standardized Assessments:** Common Core State Assessment (SBAC) for Grades 3rd-5th, California English Development Test (CELDT), English Language Proficiency Assessments for California (ELPAC), Treasures Reading Series Comprehension, Spelling, Vocabulary, Fluency and Writing Tests, District Interim ELA and Math Assessments, DIBELS Reading Assessment, District Science Assessments for Grades 4th/5th, and Science CSTs for 5th Grade only.

**DATA ANALYSIS AND REPORTING**

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

- Data from combined assessments continuously evaluated by teachers and
administration, as it becomes available, in order to meet each student’s and class’s educational needs. Data is also used to identify and prioritize professional development priorities;

- District assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year;

- School-wide data is also shared in a public forum at monthly Governance Council meetings, when it’s available, in order to discuss upcoming program development and education intervention priorities; and

- MiSIS parent portal (PASSPORT) may soon be available to all parents, teachers, and students for immediate access to grades, scores and attendance. Instant access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can more likely take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective Professional Development.

**Grading, Progress Reporting, and Promotion/Retention**

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.
ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws, District policy, 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 and procedures, as they may change from time to time.

LOCAL GOVERNANCE STRUCTURE, PROCEDURES, AND OPERATIONS

Sherman Oaks Elementary Charter School (“SOEC”) maintains a Governance Council (LSLC) that is the chief site based decision-making body for the school under the authority
of the Local District Superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education.

SOEC reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives to SOEC’s Governance Council. Material revisions of charters are governed by the standards and criteria in Section 47605. (Ed Code 47607(a)(2). Any material revisions to the charter may be made only with the approval of the LAUSD Board of Education. SOEC will consult with the District in making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision.

SOEC’s Governance Council will work collaboratively with the Northeast Local District Superintendent. SOEC will continue its operation as a fiscally affiliated charter school until such time as stakeholders choose to consider other options.

Subject to LAUSD policies and procedures for Affiliated Charter Schools, SOEC’s Governance Council has autonomies for aspects of its operation including, but not limited to: 1. School-site budgeting; 2. Authority to reduce class sizes below District norms, where possible; 3. Instruction, curriculum and assessments; 4. Professional development; 5. Class scheduling and the “banking” of time for professional development; and 6. School site specific policies. We abide by LAUSD policies and procedures concerning school governance, and currently have and will continue to have all school councils operating effectively in shared decision-making. We will continue to fulfill our fiduciary responsibility and effectively lead and manage Sherman Oaks Elementary Charter.

**Governance Council Meetings and Decision Making Process**

SOEC’S Governance Council meets at least nine times per school year, on a monthly basis, to discuss policy and make decisions for the school. Meeting schedules will be made available to the public (including on the school website and/or via organized email blasts), and an agenda of each meeting will be posted publicly (at the school site and on the school’s website) no less than three (3) days before the meeting. All meetings will be held in accordance with the posted agenda and any items raised during any “public comments” period will be added to a later agenda for official discussion. The Chair may call special meetings at any time, as long as all members and the public are notified at least 24 hours in advance of the meeting. All teachers, parents, and community members are encouraged to attend Governance Council meetings. A decision-making quorum shall consist of a majority of the Council. Non-members who wish to speak to the Council may do so, and will be given three (2) minutes to speak during the “Public Comment” section in the agenda.
SOEC’s Governance Council is a consensus-oriented, decision-making body for Sherman Oaks Elementary Charter School. It has the responsibility for allocating categorical block grant resources and setting the policies and procedures to achieve the school’s program goals, thus promoting the best educational program possible for students. The attainment of consensus among all members of the Council shall be a primary goal. If consensus cannot be reached, decisions will be made by a simple majority vote of the members present, with the exception of Bylaws changes, which must be decided by a two-thirds majority of the Council. There must be a quorum of Council members for any voting on action items to take place. Any stakeholder can bring new business before the Governance Council by communicating with the Principal, a member of the Governance Council or a relevant Standing or Ad Hoc Committee. All Standing and Ad Hoc Committees will have representation from both the parent body and teaching staff and are the foundation of policy decision-making at Sherman Oaks Elementary Charter School.

Members of the Governance Council serve two-year terms; one-half of the teacher members and one-half of the parent members will be elected each year.

The voting members of the Governance Council include representatives from the school’s various constituencies as follows:

Staff members, which will include:

- The principal – automatic member
- Teachers Representatives – elected by the teachers employed at the school
- Other Staff Representative- elected by the non-teaching staff at the school

Parent members, which will include:

- Parent Representatives, who shall be elected from and by parents whose children are enrolled in the school.
Election, Terms and Responsibilities

The elected representatives have the fiduciary responsibility to represent their constituency.

Members of the Governance Council shall excuse themselves from participating in decisions about matters that may involve potential or actual conflicts of interest. Such conflicts may arise whenever a Council member may either receive some advantage or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the Governance Council. Council members shall either excuse themselves voluntarily or be excused by a majority of voting representatives if the Governance Council
determines that there is an actual or potential conflict of interest, which may be brought to
the attention of the Governance Council by any person. If the conflict would involve
entering into a financial transaction with the member of the Governance Council, the
Council as a whole cannot enter into the transaction regardless of recusal.

The Council’s duties shall include, but are not limited to:

- Assuring compliance with categorical programs
- Overseeing and evaluating effectiveness of school curriculum, programs, and
appropriate assessments
- Developing the schedule of school activities, events, policies, and procedures
- Establishing and maintaining fiscally-sound budget practices
- Interviewing and selecting personnel through the Council’s staff selection committee
from candidates selected from the eligibility list established by the LAUSD
Personnel Commission
- Establishing and maintaining a Student-Parent-Teacher Compact in accordance
with District guidelines
- Establishing and maintaining the effectiveness of the Council’s committees
- Implementing and monitoring programs funded by private donations including but
not limited to, MyGym PE Program, Art Explorers, Computer Lab, and Science
Enrichment
- Facilitating communication and collaboration among members of the school
community and between the school and the Sherman Oaks community at large
- Facilitating innovation, consensus, and problem solving to achieve all of the above
- Amending and revising the Council bylaws, as required and approved by the District
- Monitoring, supporting, and assisting in the execution of SOEC policies and plans in
accordance with District guidelines, including developing the LCAP (Local Control
Accountability Plan) and reviewing the SPSA (Single Plan for Student Achievement)

**Governance Council Officers**

The officers of the Council shall include a Chair, a Vice Chair, a Secretary, and a
Parliamentarian. These officers shall perform duties prescribed by the bylaws, Brown Act
and Robert’s Rules of Order.

The officers shall be nominated and elected during the first Council meeting after the new
Council has been elected, by a majority vote of Council members. The term of each officer
shall be for one (1) year.

The duties of the Council Chair include:

- Oversees the decisions and actions taken by the Council
  - Sits on the Executive Committee
  - Prepares an agenda and distributes it to the members prior to all meetings. Said
    agenda is to be posted publicly on the school’s website (via the website manager)
and in the school’s main hallway 72 hours before each meeting and distributed to Council members via email at least 48 hours before each meeting
• Conducts all meetings in accordance with Governance Council Bylaws

The Vice Chair participates as a vital part of the Council leadership. The Vice Chair understands the responsibilities of the board chair and is able to perform these duties in the chair’s absence at regular Governance Council meetings, as well as Executive Committee meetings when called upon to do so, and to perform other duties as assigned by the Chair.

The duties of the Secretary shall be to:

• Record the proceedings of all meetings of the Council, then distribute to Council members
• Keep all agendas, sign-in sheets, and meeting minutes in a file, which will be stored in the Principal’s office
• Post meeting minutes publicly
• Provide meeting minutes and reports presented in Council meetings to the school’s designated webmaster to be posted on the school website

The Parliamentarian is an expert in rules of order and the proper procedures for the conduct of Council meetings. The Parliamentarian assists in the interpretation of bylaws and rules of order and the planning and conduct of meetings. The Parliamentarian votes and takes part in discussion of items on the agenda.

Executive Committee

SOEC has an Executive Committee comprised of the Principal, one teacher elected yearly by the teachers who are voting members of the Governance Council, and one parent elected yearly by parents who are voting members of the Governance Council. Vacancies on the Executive Committee shall be filled immediately.

The Executive Committee:

• The Principal and the Governance Council Chair are automatic members of the Executive Committee
• If the Council Chair is a Parent Representative, the third member of the Executive Committee must be a Teacher Representative, elected by a majority vote of sitting Council Teacher Representatives
• If the Council Chair is a Teacher Representative, the third member of the Executive Committee must be a parent, elected by a majority vote of sitting Council Parent Representatives
• Vacancies on the Executive Committee shall be filled immediately by a vote of Council members, according to procedure described above
• A vote to confirm the new Executive Committee will immediately follow the officer appointments
• Helps to prepare the agenda for Governance Council meetings
• Meets monthly, but may convene more or less frequently as necessary to conduct its business

The Executive Committee may not exercise the authority of the Governance Council.

**Role of Committees**
Committees shall be formed to research issues and obtain input from all affected /interested groups. Committees will have an advisory role. They will ensure participation of all stakeholders, present findings to the Council for a decision, create a more efficient way to handle decision making, provide a more effective way of communication and will assist with the selection of staff members within district guidelines. Ultimately, the selection of the principal shall remain the purview of the LAUSD Superintendent.

Standing and Ad Hoc Committees may include but are not limited to:

- Budget and Finance Bylaws
- Curriculum
- Communication
- Elections
- Enrollment
- English Learner Advisory Committee (ELAC)
- Extracurricular Programs
- GATE
- Grant Writing
- Positive Behavior
- Safety
- School Calendar
- Staff Selection
- Strategic Planning
- Technology

Other committees will be formed as the need arises.

**Staff Selection Committee**
A Staff Selection Committee will be established in the event of a position opening. The Governance Council and its Staff Selection Committee, in order to recruit highly qualified personnel, will follow LAUSD’s basic policies and procedures. When a position becomes available, we will create a flyer to be posted on LAUSD’s website. Our staff selection committee will meet to review candidates’ resumes and choose those most qualified for the position to interview. The staff selection committee will also design interview questions to elicit responses that pertain to that particular vacancy. The staff selection committee will collaboratively decide upon the most highly qualified candidate, based on experience, aptitude, and attitude.
The selection committee will comply with District policy and may be composed as follows:

1 Administrator
1 Supervising Administrative Assistant or SAA Designee
2 Teachers
1 UTLA Representative
3 Parent members (at least one member from the Governance Council designated by the Chair)

In the event of a time-sensitive hiring situation and one or more members of the Staff Selection Committee are unavailable to participate in the interviews, the selection process can proceed with a minimum of: one Administrator, one Teacher, and one Parent Representative from the Governance Council.

STAKEHOLDER INVOLVEMENT

All teachers, parents, and community members are encouraged to attend Governance Council meetings. Charter School will abide by LAUSD policies and procedures concerning school governance, and currently have and will continue to have all school councils operating effectively in shared decision-making. We will continue to fulfill our fiduciary responsibility and effectively lead and manage Sherman Oaks Elementary Charter School.

Parents play a very active role in our school and the success of Sherman Oaks Elementary Charter School depends upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the most enriched education possible. While parents are and will be involved in many levels of decision-making at Sherman Oaks Charter, their primary role will be to help to fulfill our promise of an enriched educational experience for all children. These enrichments include, but are not limited to, Art, Music, Science Lab, Physical Education, and Computer Instruction as long as the Sherman Oaks Parents Association can sustain them. We will have at least one elected parent representative serve on the school's Governing Council, and strive to have parent representatives at all standing and ad hoc committees.

Parent, faculty and teacher collaboration while on the Governing Council and the various Governing Council sub-committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This will enable us to continue to meet the changing needs of the student body. The Governing Council, ELAC and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules and agendas will be made available to the public (including on the school website, via Blackboard Connect, and/or organized email blasts). The agenda for each meeting will be posted publicly at least 72 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any "public comments" period will be added to a later agenda for official discussion. The Governing Council and standing committees will also comply
with all Brown Act requirements related to Regular Meetings and Special Meetings. Minutes of meetings will also be posted on the school website.

Sherman Oaks Elementary Charter will conform to and operate under the District's Donation Policy (Policy Bulletin No. 1633).

Parent involvement is the key to the success of the school, with opportunities for both parents who stay at home and those who work full-time. These opportunities include events such as Back-to-School Night, Open House, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, campus beautification twice a year, and Parent Education, via the school's website. SOEC will continue to announce opportunities in Blackboard Connect phone calls and e-mail blasts through Connect Ed, parent weekly email newsletter, and the school marquee. Teachers communicate via weekly collaboration meetings, professional development meetings, and regular faculty meetings. Without the parents' support, SOEC would not be able to achieve the excellence that is its legacy. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of Sherman Oaks' enriched educational program.

**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 inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

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

**STUDENT RECORDS**

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

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

**PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

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

Classified Personnel
Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)
ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

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 District request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

As a District affiliated charter school, in order to protect and promote the health and safety of pupils and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers
adhere to the policies and procedures of the District related to tuberculosis 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

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

COURT-ORDERED INTEGRATION

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

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. 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, at the sole discretion of the District.

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 Every Student Succeeds Act (i.e., the reauthorized Elementary and Secondary Education Act), as it may be amended from time to time.
ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

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

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist. As seats become available, Charter School shall fill 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 the total enrollment of Charter School approaches the school’s operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within the school’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.
Continuing Enrollment

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

- **Resident Students**

  Prospective students who reside within the former attendance boundaries\(^1\) of Charter School (“resident students”) shall have *first* admission preference and thus are deemed exempt from the lottery.

- **LAUSD Students**

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

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

  NOTE: The cumulative number of students enrolled under this admission preference and any other preference for children of District staff provided below shall not exceed 10% of the school's total enrollment.

  o **Other LAUSD Students:** All other prospective students who reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have *fourth* admission preference.

- **California Students**

\(^1\) For all District affiliated charter schools, which are conversion charter schools, the term “former attendance boundaries” includes those sending areas designated under the District's PWT and CAP programs.
○ **siblings:** Prospective students who (a) are siblings of students enrolled in grades TK – 4 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fifth** admissions preference.

○ **Children of School Staff:** Prospective students who (a) are children of District staff (certificated and classified) assigned to Charter School at the time of the lottery and (b) reside in the State of California, but not within LAUSD boundaries, shall have **sixth** admissions preference.

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

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**Student Recruitment/Application Information**

Our active recruitment includes school tours each month, SOEC’s school website that includes a tab for incoming kindergarten students, flyers sent to area preschools, banners posted outside the school, and flyers distributed to the school community. Prospective kindergarten parents and students come to two “Play Dates” after a school day in late April and June. Two orientation dates are set with one in June and one the week before school starts. Parents are also invited to the school-wide Open House in May. Many of our applicants for the current charter lottery are people who learned about Sherman Oaks by word of mouth. Many of our families of students with disabilities come to Sherman Oaks based on the reputation of our current programs.

Charter Lottery Application forms for interested students will be available for pick up in the main office in March through April. Families wishing to apply to SOEC may fill out this form during an "Application Period" starting on or about the first Monday in March through the end of April. The SOEC Charter Lottery Application Information flyer is posted on the Charter School website, and is available in the main office. SOEC office staff provides
enrollment and lottery application information to families in person and over the phone during regular office hours.

The information from the form shall be kept confidential and will be maintained and accessible only to SOEC office staff, administration, and PSA Counselor. All incoming forms will be date-stamped.

**Lottery Procedures**

At the end of the Lottery Application Period, the names of non-resident applicants will be placed on a lottery shall be conducted in the following manner:

Lottery applicants will be divided into two groups: one for students residing outside of SOEC's boundary, but within the LAUSD boundaries; and one for students residing elsewhere within the State of California. The lottery application forms in these subdivided groups will be individually folded and then placed in a box.

The lottery shall be conducted within five business days after the close of the Application Period. The lottery will be held on the SOEC campus. Family members of lottery applicants and any other members of the public are welcome to attend, but attendance is not required.

A school administrator and a representative from SOEC’s Governance Council shall conduct the random drawing of names from the box to establish a waitlist in the following manner:

First, the names of all kindergarten student applicants who reside within LAUSD boundaries, but outside of SOEC's boundaries, will be randomly drawn and placed on a kindergarten waitlist in the order drawn. Next, the names of all kindergarten student applicants who reside outside of LAUSD boundaries, but within the state of California will be randomly drawn and added to the end of the kindergarten waitlist in the order drawn. This procedure shall be repeated for all grade levels. These waitlists shall remain in effect for one (and only one) school year.

Non-resident students applying after the Application Period shall be added to their respective waitlists in the order of application.

After the Lottery, 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 waitlists shall be held in the SOEC office, accessible only to office staff and administration.

If, at the beginning of or during the school year, space becomes available, SOEC administration may offer enrollment to students. An administration representative will contact these prospective students' families by phone and notify them of the open position and also notify them when application materials will be due. The prospective student's family will have 48 hours to reply.
SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

If Charter School offers a District Magnet Program, Charter School shall comply with the admissions rules and procedures established by the District’s Court-ordered Integration Program consistent with the Crawford court order.

HOMELESS AND FOSTER YOUTH

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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

NON-DISCRIMINATION

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

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

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.
ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

GENERAL PROVISIONS

The fiscal operations of Charter School, a District affiliated charter school, will be supervised by LAUSD. Charter School will not have a separate audit but will be included in the annual audit for LAUSD. Charter School shall adhere to all District financial policies and procedures, including but not limited to, policies and procedures related to procurement, student body funds, student store, payroll, imprest funds, payment approval for goods and services.
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

**Outcome Data**

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

**Readmission**

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

**Gun Free Schools Act**

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

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

District employees at 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

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

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate Local District 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

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

As a District affiliated charter school, all administrators, faculty and staff of Charter School are LAUSD employees. All such 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

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

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

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

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

To Charter School: Sherman Oaks Elementary Charter School
c/o School Principal
14755 Greenleaf Street
Sherman Oaks, CA 91403

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

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

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)

The Los Angeles Unified School District is the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employee Relations Act (EERA).
ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a 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 Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the
LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. 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 shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.
ASSURANCES AND AFFIRMATIONS

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

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

- Not charge tuition. (Ed. Code § 47605(d)(1).)

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

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

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

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

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

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

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

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

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

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

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

GENERAL INFORMATION

- The contact person for Charter School is: Michelle M. Gorsuch
- The address of Charter School is: 14755 Greenleaf Street, Sherman Oaks, CA 91403
- The phone number for Charter School is: 818-784-8283
- Charter School is located in LAUSD Board District: 3
- Charter School is located in LAUSD Local District: Northeast
- The grade configuration of Charter School is: TK-5
- The number of students in the first year of this Charter will be: Up to 912
- The grade levels of the students in the first year will be: TK-5
Charter School's scheduled first day of instruction in 2016-2017 is: August 16, 2016

The current operational enrollment capacity of Charter School is:

NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors).

912

The type of instructional calendar (e.g. traditional/year-round, single-track/multi-track, extended day/year) will be: Traditional/Single Track

The bell schedule (start and end of day) for Charter School will be: 8:00a.m. - 2:24 p.m.

The term of this Charter shall be from: July 1, 2016 to June 30, 2021

Local Control Funding Formula (LCFF) Requirements

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

INSTRUCTIONAL DESIGN

Academic Calendar and Schedules

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

Curriculum and Instruction

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

Transitional Kindergarten

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, and shall thereafter maintain WASC accreditation at all times.

**PROFESSIONAL DEVELOPMENT**

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

**MEETING THE NEEDS OF ALL STUDENTS**

**English Learners**

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

**Gifted and Talented Students and Students Achieving Above Grade Level**

Charter School shall continue to use LAUSD’s GATE identification process, adhere to District policies and procedures 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 (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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

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

The District Affiliated Charter School is responsible for the management of its, personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

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

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

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

d. **Alternative Placements**

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

e. **Least Restrictive Environment**

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

*Modified Consent Decree Requirements

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

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

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

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

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

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

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

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

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

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

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

**STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data MiSiS and other data systems used or required by the District.

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

Charter School shall comply with all applicable laws, regulations, and District policies 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.
ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws, District policy, 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 and procedures, as they may change from time to time.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURE

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 inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

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

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

**STUDENT RECORDS**

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

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

**Parent Engagement**

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

**Element 5 – Employee Qualifications**

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

**Equal Employment Opportunity**

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

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

**Classified Personnel**

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

**ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

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

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 District request.

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

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

**CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

As a District affiliated charter school, in order to protect and promote the health and safety of pupils and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis 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**
“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G.).)

**COURT-ORDERED INTEGRATION**

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

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. 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, at the sole discretion of the District.

**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 Every Student Succeeds Act (i.e., the reauthorized Elementary and Secondary Education Act), as it may be amended from time to time.

**ELEMENT 8 – ADMISSION REQUIREMENTS**

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

**GENERAL PROVISIONS**

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

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist. As seats become available, Charter School shall fill 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 the total enrollment of Charter School approaches the school’s operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within the school’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

If Charter School offers a District Magnet Program, Charter School shall comply with the admissions rules and procedures established by the District’s Court-ordered Integration Program consistent with the Crawford court order.
**HOMELESS AND FOSTER YOUTH**

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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

**NON-DISCRIMINATION**

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

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

**DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

**ELEMENT 9 – ANNUAL FINANCIAL AUDITS**

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

**GENERAL PROVISIONS**
The fiscal operations of Charter School, a District affiliated charter school, will be supervised by LAUSD. Charter School will not have a separate audit but will be included in the annual audit for LAUSD. Charter School shall adhere to all District financial policies and procedures, including but not limited to, policies and procedures related to procurement, student body funds, student store, payroll, imprest funds, payment approval for goods and services.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be determined in coordination with the appropriate LAUSD Special Education Service Center and/or other appropriate District office.
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). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

**OUTCOME DATA**

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

**READMISSION**

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

**GUN FREE SCHOOLS ACT**

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

**ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS**
District employees at 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**

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

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate Local District 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**

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

As a District affiliated charter school, all administrators, faculty and staff of Charter School are LAUSD employees. All such 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**

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

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

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

To Charter School:   Sherman Oaks Elementary Charter
c/o School Principal
14755 Greenleaf Street,
Sherman Oaks, CA 91403

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

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

3) If the Dispute cannot be resolved by mutual agreement at 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 working at or assigned to Charter School for the purposes of the Educational Employee Relations Act (EERA).

**ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES**

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

**CLOSURE ACTION**

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a 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 Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. 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 shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.