ENCINO CHARTER ELEMENTARY
PETITION
2012-2018
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ENCINO CHARTER ELEMENTARY SCHOOL

BRIEFING PAGE

- Name of Organization Applying for Charter:
  - Encino Charter Elementary School
    (Herein, referred to as “Encino” or the “Charter School”)
- Grades Served: K-5
- Current Number of Students: 551
- Year 1 Projected Enrollment: 515, Year 5 Projected Enrollment: 520
- Location Address: 16941 Addison Street, Encino, CA 91316
- Facility Status/Location: Encino is a LAUSD facility
- Description of Philosophy: We envision students who can work towards and achieve their fullest potential according to their unique gifts and optimum learning style. We believe that our students need to be resourceful, responsible learners to meet the challenges of our rapidly changing world.
- Source/Core of Money: ADA and Block Grant Monies
- Charter Development Team:
  - Marcia Koff, Principal
  - Teachers – Holly Norton, Angela Huff, Alex Zwick, Sylvia Chilton
  - Parents – Mireille Eskigian, Cecily Learner,
- Has your charter applied to any other jurisdiction for approval? No
- Are there any sister charters? No
- What innovative elements of your charter school could be considered “best practices” and replicated by other schools?
  - Incorporation of National Common Core Standards for ELA and Math
  - Innovative technology in classrooms, library and in Media Lab
  - Differentiated instruction
  - Full inclusion for SWD in our HFA (High Functioning Autism Program)
  - Authentic assessments and project based curriculum
  - Arts appreciation and expression
  - Developing parent and community partnerships to support academic programs
  - Peer directed and facilitated professional development
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- Supporting signatures of: conversion charter: 50% of permanent status teachers at the school site
- start-up charter: 50% of parents who intend to enroll children or
- 50% of teachers who intend to be employed at the school during first year of operation
- petition includes prominent statement of meaningful interest to start a charter (board resolution)
- resume and questionnaire for principal
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<td>2. Assurances that school will:</td>
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<td></td>
<td>- be non-sectarian in programs, admission policies, employment practices and other operations</td>
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<td>- not charge tuition</td>
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<td>- not discriminate against any student on the basis of ethnicity, national origin, gender or physical or mental disability (religion, race, color, medical condition, sexual condition, sexual orientation)</td>
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<td>- not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements</td>
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<td>- not require any child to attend a charter school nor any employee to work at a charter school</td>
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<td></td>
<td>- if pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.</td>
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<td>- A charter school shall admit all students who wish to attend.</td>
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47605 (d) (1)  
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<td>3. Description of which students will attend the school</td>
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<td>4. Duration of initial charter petition: 5 years</td>
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<td>5. Renewal process/timeline</td>
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<td>6. How the Board of Education and the charter school can monitor the progress in meeting student outcomes</td>
<td>47607 (a) (1) 47607 (b)</td>
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<td>7. Accepts and understands the grounds on which a charter may be revoked</td>
<td>47607 (b) (1-4) (c)</td>
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<td>8. Accepts and understands obligations to comply with specific sections of the Education Code: § 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance</td>
<td>47610</td>
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<td>9. How district/county facilities will be maintained, insured and used by the charter school, if applicable</td>
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<td>10. How changes, additions or alterations to the facility will be accomplished and the district/county role in the process</td>
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<td>11. How school personnel, district/county will be insured against liability claims resulting from school operations • description of type/scope of legal services to be used • plans for insurance liability and legal issues to be dealt with collectively and individually</td>
<td>47605 (g)</td>
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<td>12. Agreement between the charter school and the sponsoring agency detailing process and responsibility for operations, i.e., accounting, budgeting, payroll, liability insurance, and the like and contracted services and supervisory oversight</td>
<td>47605 (g) 47613.7</td>
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<td>an identification of those whom the school is attempting to educate</td>
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<td>description of what it means to be an educated person in the 21st century</td>
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<td>how learning best occurs</td>
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<td>goals of the program</td>
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<td>how the objective of enabling pupils to become self-motivated, competent, life-long learners will be met by the school</td>
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<td>instructional framework which includes instructional approaches, scope and sequence, addressing state standards, and evidence (research-based) that instructional program has been successful with similar student population.</td>
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<td>specific goals for providing and ensuring equal access to academically low achieving students, gifted, low SES, ELLs, special education, and a goal for reclassification of ELLs.</td>
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<td>• extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as goals</td>
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<td>• when and how often pupil outcomes will be assessed including any assessments of innovative components</td>
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<td>• specific quantitative outcomes which students must demonstrate proficiency in and/or progress toward and time frame for progress</td>
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<td>• identification of who will be accountable for student progress as it relates to student achievement</td>
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<td>• graduation rate (HS only)</td>
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<td>3. Method by which pupil progress in meeting pupil outcomes is measured (<em>Element 3</em>)</td>
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<td>• assessment plan, internal and external assessments</td>
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<td>• use of standardized test scores in measuring pupil progress</td>
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<td>50</td>
<td>• use of variety of assessment tools</td>
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<td>47605 (c)(1)</td>
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<td>• use of longitudinal, survey and other data in measuring pupil progress (in-house assessments)</td>
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<td>• methods to ensure that all statewide standards are met and pupil assessments conducted</td>
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<td>• process school will use to ensure that students meet the statewide performance standards and evidence of improved pupil learning</td>
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<td>• process for conducting pupil assessments pursuant to EC § 60602.5</td>
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<td>• description of all assessment tools including in house assessments</td>
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<td>• identification of the grading policy</td>
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<td>• district required language for testing</td>
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| 52   | 4. Governance structure of the school including the process which is to be followed to ensure parent involvement *(Element 4)*  
• process which ensures staff, students and other stakeholder involvement  
• methods by which schools consult with parents and teachers regarding school's educational programs  
• decision-making process, organizational chart, and relevant site committees  
• assurances that school will comply with all laws relating to public agencies in general, all federal laws and regulations and state codes, such as the Ralph M. Brown Act  
• what, if any, relationships district/county will maintain with the charter school and how it will be accomplished  
• process for amendments to charter articles of incorporations and bylaws of nonprofit corporation  
• selection process of board members and governance committees  
• audit and inspection of records  
• district required language for governance | YES     | NO         | YES      | NO      | 47605 (b) (5)  
(D) 47605 (c)(2) |
| 58   | 5. Qualifications to be met by individuals to be employed by the school *(Element 5)*  
• process for staff selection  
• job descriptions for positions  
• credentials, requirements and qualifications of staff  
• employee compensation-general description  
• identification of the roles and functions of staff members  
• measures of assessment of performance  
• procedure to be used for adequate background checks  
• process for recruiting teachers  
• procedure for monitoring credentials | YES     | NO         | YES      | NO       | 47605 (b) (5)  
(E) 47605 (1) |
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<td>6. Procedures that the school will follow to ensure the health and safety of pupils and staff <em>(Element 6)</em></td>
<td>YES</td>
<td>YES</td>
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<td>47605 (b) (5) (F) 47605(g)</td>
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<td>6. School will meet the requirement that each employee of the school furnish a criminal record summary as required in EC §44237</td>
<td>YES</td>
<td>YES</td>
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<td>6. How the school will ensure that its facilities are safe</td>
<td>YES</td>
<td>YES</td>
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<td>6. How the school will ensure that its auxiliary services are safe (food services, transportation, custodial services, hazardous materials)</td>
<td>YES</td>
<td>YES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>6. Role of staff as mandated or non-mandated child abuse reporters</td>
<td>YES</td>
<td>YES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>6. TB requirements</td>
<td>YES</td>
<td>YES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>6. Employee fingerprints</td>
<td>YES</td>
<td>YES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>6. Student immunization requirement</td>
<td>YES</td>
<td>YES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>6. Address of the facilities to be used by the charter school</td>
<td>YES</td>
<td>YES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>6. Compliance with state building code, federal ADA requirements</td>
<td>YES</td>
<td>YES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>6. Assurance of Certificate of Occupancy prior to school opening</td>
<td>YES</td>
<td>YES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>6. Contains District required language regarding health and safety procedures</td>
<td>YES</td>
<td>YES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>7. Means by which school will achieve racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction <em>(Element 7)</em></td>
<td>YES</td>
<td>YES</td>
<td></td>
<td>47605 (b) (5) (G)</td>
</tr>
<tr>
<td>69</td>
<td>7. Geographic areas that will be targeted in the outreach effort</td>
<td>YES</td>
<td>YES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>7. State languages to be utilized in the outreach</td>
<td>YES</td>
<td>YES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>7. District required language for this element</td>
<td>YES</td>
<td>YES</td>
<td></td>
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</tr>
<tr>
<td>73</td>
<td>8. Admission requirements, if any (<em>Element 8</em>)</td>
<td></td>
<td></td>
<td></td>
<td>47605 (b) (5)</td>
</tr>
<tr>
<td></td>
<td>• admission assurances preferences</td>
<td></td>
<td></td>
<td></td>
<td>(H)</td>
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<td></td>
<td>• lottery assurance and procedures</td>
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</tr>
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<td></td>
<td>• waiting list</td>
<td></td>
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<tr>
<td></td>
<td>• preference (if applicable)</td>
<td></td>
<td></td>
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<td></td>
<td>• states the charter school will admit all pupils who wish to attend</td>
<td></td>
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<tr>
<td></td>
<td>• efforts the school will employ to recruit academically low-achieving, students with disabilities, and economically disadvantaged students</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>75</td>
<td>9. Manner in which an annual independent financial audit will be conducted and exceptions/deficiencies resolved (<em>Element 9</em>)</td>
<td></td>
<td></td>
<td></td>
<td>47605 (b) (5)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(I)</td>
</tr>
<tr>
<td>78</td>
<td>10. Procedures by which students can be suspended or expelled (<em>Element 10</em>)</td>
<td></td>
<td></td>
<td></td>
<td>47605 (b) (5)</td>
</tr>
<tr>
<td></td>
<td>• procedure for involving parents, students and staff in designing and implementing a discipline policy</td>
<td></td>
<td></td>
<td></td>
<td>(J)</td>
</tr>
<tr>
<td></td>
<td>• due process for students</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>• appeals of disciplinary action</td>
<td></td>
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<td></td>
<td>• procedures for ensuring rights of students</td>
<td></td>
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<td></td>
<td>• list of suspension and expulsion offenses</td>
<td></td>
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<td></td>
<td>• suspension and expulsion procedure</td>
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<td></td>
<td>• general discipline approach</td>
<td></td>
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<td></td>
<td>• procedures for rehabilitation re-admission and interim placement</td>
<td></td>
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<td></td>
<td>• district required language regarding special education students</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Description of how the school will implement the District’s Discipline foundation Policy</td>
<td></td>
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<tr>
<td>86</td>
<td>11. Procedures for dealing with staff issues (Element 11)</td>
<td>YES</td>
<td>YES</td>
<td></td>
<td>47605 (b) (5) (K) 47605 (1)</td>
</tr>
<tr>
<td></td>
<td>- relationship between the teachers and the district/county bargaining unit</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- process by which salaries, benefits working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined</td>
<td></td>
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<td></td>
<td>- labor procedures which will be applied to employees</td>
<td></td>
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<td></td>
<td>- process for resolving complaints/grievances</td>
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<td>- process for ensuring due process</td>
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<td></td>
<td>- manner by which staff members will be covered by STRS, PERS, Social Security or Medicare</td>
<td></td>
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<tr>
<td></td>
<td>- process for staff recruitment, selection, evaluation and termination</td>
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<td></td>
<td>- Procedure for processing and monitoring credentials</td>
<td></td>
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<td></td>
<td>- Reporting PERS/STRS contributions</td>
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<tr>
<td>86</td>
<td>12. Public school attendance alternatives for pupils residing within the district/county who choose not to attend the charter school (Element 12)</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td>47605 (b) (5) (L)</td>
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<tr>
<td></td>
<td>- inform parents or guardians of each pupil enrolled in the charter that pupil has no right to admission in a non-charter District school as a consequence of charter school enrollment</td>
<td></td>
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<td></td>
<td>- not require any child to attend a charter school nor any employee to work at a charter school</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- District required language regarding attendance alternatives</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>87</td>
<td>13. Description of the rights of any employee of the district/county upon leaving the district/county to work in a charter and rights of return to the district/county after employment in a charter school (Element 13)</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td>47605 (b) (5) (M)</td>
</tr>
<tr>
<td></td>
<td>- what the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county</td>
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</tbody>
</table>
| 89   | 14. Procedures to resolve disputes relating to provisions of the charter (Element 14) See LAUSD “District Required” Language  
   • District required language regarding the dispute resolution procedures | | | | 47605 (b)(5) (N) |
| 91   | 15. Declaration of Exclusive Public School Employer (Element 15) | | | | 47605 (b)(5) (O) |
| 92   | 16. Description of charter school closure procedures. 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 (Element 16)  
   • District required language regarding charter school renewal, revocation, and closing procedures | | | | 47605(6) A (ii) O |
| 61   | Other Items:  
   17. Description of the manner in which administrative services of the school are to be provided  
   • responsibility for evaluating employees  
   • criteria and procedures used in evaluation  
   • how hiring decisions are made | | | | 47605 (g) |
| Appx D | 18. Budget for the financial operation which is consistent with the requirements of any school district budget  
   • proposed first year operational budget (including start-up costs)  
   • financial projections for first three years  
   • process for investment procedures and deposit of funds  
   • procedure for ensuring adequate cash flow | | | | 47605(g) |
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<th>ADDRESS</th>
<th>ACCEPTABLE</th>
<th>COMMENTS</th>
<th>AB 544 REFERENCE</th>
</tr>
</thead>
</table>
| 19.  | Liability of district/county to handle payments if charter school defaults  
  • for schools organized pursuant to Non-Profit Benefit Corporation Law  
  • for schools not covered by Non-Profit Benefit Corporation Law  
  • AB 1994  
  • general assurances "District Required" language | YES | NO | | | 47604 |
| 73   | 20. Court-ordered Integration Language  
  • action Plan for 70:30 or 30:70 | YES | NO | | | |

* PAGE: Petitioner to identify page(s) in petition in which items are located
INTRODUCTION

Encino Charter Elementary School

The Encino Elementary Community and stakeholders are enthusiastically united in our goal of becoming an affiliated LAUSD charter school. As a high achieving school with strong parent support we feel we are well suited to the Affiliated Charter School model. We currently provide students with a rigorous core instructional curriculum supported by numerous supplemental programs that extend and enhance core instruction. We feel that Affiliated Charter status will provide us with additional autonomy and financial resources to continue and even expand our exemplary instructional practices related to student achievement. We want to continue to attract a diverse student population and provide instructional program supports that meet the needs of all student subgroups. Encino Elementary is one of only twenty-four schools in the district designated as EXCELLING on the Superintendent’s School Performance Framework. While we are proud of the achievements of our school, we are increasingly faced with external challenges that threaten our ability to maximize student potential. The fiscal challenges of state and district budgets, growing class sizes and reductions in staffing for important school level positions; are of great concern to our school leadership. Our goal is to do everything we can to insure that our students continue to excel as scholars and exemplary citizens. Status as an affiliated charter will provide Encino Elementary with the means to overcome some of the challenges we face and will allow us to continue on our path to excellence.

Reflections and a Look Forward –

Built in 1916, Encino elementary has served some of the San Fernando Valley’s first residents. With its Spanish tile roof and historic mural, Encino depicts the rich history of the San Fernando Valley. The diversity of the student body is reflected in the seventeen different languages spoken by our families and the multiple ethnicities of our students. Encino is comprised of 551 students, which includes 11% African American, 7% Asian, 24% Latino, 4% Filipino, and 52% White. Of this population, 9% are English Learners, 8% are Special Education, 14% are Gifted and Talented, and 22% are Economically Disadvantaged.

We are proud of our academic performance and ethnic diversity and will continue to strive to maintain and enhance our rigorous curriculum, academic standards and support for all students in our learning community.
Encino Elementary consistently exceeds and outperforms the Los Angeles Unified School District, as well as the State of California, in API scores. Base and growth scores has grown from 886 to 936 over the last three years. Encino Elementary has consistently exceeded the State target of 800. Each year, Encino Elementary will set a target of maintaining API scores above the state target and strive to increase the previous year’s score by at least one point. For 2011-12, Encino was one of only 24 schools in LAUSD to receive an EXCELLELING designation on the District’s “School Performance Framework”.

CST API Comparison Chart from 2007-2010

<table>
<thead>
<tr>
<th></th>
<th>State of CA</th>
<th>Encino</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>728</td>
<td>894</td>
</tr>
<tr>
<td>2009</td>
<td>754</td>
<td>897</td>
</tr>
<tr>
<td>2010</td>
<td>767</td>
<td>916</td>
</tr>
<tr>
<td>2011</td>
<td>770</td>
<td>936</td>
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</tbody>
</table>
Encino Charter Elementary shall determine their development, implementation or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. Encino Charter Elementary may choose to use District assessments or design its own and own will determine the timing of such assessments and coordinate with the respective Local District.

Students at Encino will demonstrate their knowledge and skills through a variety of assessments, including but not limited to teacher created performance assessments and diagnostic assessments. Students will be expected to demonstrate proficiency on District periodic assessments in Reading, Mathematics, Writing and Science and state assessments including the CST.

Mathematics – Percent At or Above Proficient

2010 California State Percent Proficient Target: 58.0

<table>
<thead>
<tr>
<th>Subgroups</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
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<tbody>
<tr>
<td>Schoolwide</td>
<td>90</td>
<td>82</td>
<td>79</td>
<td>82</td>
</tr>
<tr>
<td>Black or African American</td>
<td>89</td>
<td>82</td>
<td>66</td>
<td>74</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>86</td>
<td>75</td>
<td>73</td>
<td>75</td>
</tr>
<tr>
<td>White</td>
<td>94</td>
<td>88</td>
<td>90</td>
<td>89</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>86</td>
<td>72</td>
<td>70</td>
<td>71</td>
</tr>
<tr>
<td>English Learners</td>
<td>73</td>
<td>73</td>
<td>61</td>
<td>70</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>71</td>
<td>56</td>
<td>52</td>
<td>70</td>
</tr>
</tbody>
</table>

Encino has made steady progress in Math proficiency across all subgroups on our school population. We have consistently met or exceeded District and State targets.
In English/Language Arts, school wide students averaged 84% proficient and advanced. These scores exceed the LAUSD and CA State target goals for student achievement.
Endorsements

The Encino Elementary School Site Council has asked teachers, parents, staff, administrators, our booster club the E-Team and interested community members to be co-petitioners for the school’s charter petition for conversion to affiliated charter. Our stakeholders have requested that the Board of Education for the Los Angeles Unified School District grant Encino Charter Elementary School status as a charter for the years 2012-2018 pursuant to the Charter Schools Act. The Encino School Site Council and its co-petitioners have authorized the lead petitioners listed below to negotiate any amendments to the charter petition necessary to secure the approval of the Board of Education of the Los Angeles Unified School District.

The lead petitioners are:

- Marcia A. Koff, Principal
- Angela Huff, Teacher
- Alex Zwick, Teacher
- Holly Norton, Teacher
- Mireille Eskigian, Parent, E-Team President
- Cecily Learner, Parent, Site Council Member

The Charter Agreement/Contract

Encino Elementary shall become an affiliated charter with the Los Angeles Unified School District under the terms of this charter. If, at any point, during the term of this charter, Encino elects to operate as a nonprofit public benefit corporation, or to become an independent charter school, then Encino Elementary shall prepare and submit a new charter proposal to the Los Angeles Unified School District. While operating as an affiliated charter with the Los Angeles Unified School District, Encino shall continue to be covered under the self insurance and property coverage program of the LAUSD as provided to all other schools in the Los Angeles Unified School District.

This Charter School shall incorporate all revisions to the Charter Schools Act that may be enacted by the California State Legislature during the life of this charter.

Encino will continue to be affiliated with the Los Angeles Unified School District and receive funding through the Categorical Block Grant Model which will be administered by LAUSD. As an affiliated charter, Encino will refer to the ICSD business unit for purchasing specific services. While choosing not to separate from the District and to continue the use of LAUSD teachers, Encino will participate in District level professional development and school site level professional development as per Board recommendation and the LAUSD Policy on Charter School authorizing of the reciprocal sharing of professional development and best practices.
Aligned with the culture of being an affiliated charter school within LAUSD, Encino will continue to look towards adopting LAUSD curriculum materials and LAUSD will continue to allocate to Encino all the necessary financial resources for adopting curriculum materials only to the extent that similar allocation is to regular schools. Encino shall have site control of the categorical block grant in order to address the spirit and the mission of the charter.

The responsibility of categorical block grant shall fall upon the Encino Charter Leadership Council/Site Council and the control of the categorical block grant funds must address class size reduction, technology, professional development, enrichment opportunities, character education, intervention opportunities, supervision and safety in order to meet our goals and the needs of our students.

It is understood that Encino will undergo at least a yearly Charter Oversight Review from the Los Angeles Unified School District as part of the charter contract with the District. Oversight also includes monitoring of the Charter School’s progress and attainment of measurable pupil outcomes, as well as adherence with all applicable laws and regulations, court orders, and the terms of the charter, and financial reporting requirements. Encino will also expect that oversight shall include a review of the school’s performance in the areas of academic achievement, governance, organizational management, finance, and the attainment of applicable benchmarks as well as a review of adherence with applicable law, regulations, and the terms of the charter. It is also understood that the District will identify the school’s strengths, underdeveloped areas, develop specific goals to facilitate year-to-year oversight, and review the school’s self study process to facilitate school improvement. It is also understood that the Los Angeles Unified School District’s Policy on Charter School Authorizing is subject to change upon Board approval and with input from Charter School leaders. At any time, the LAUSD Innovation and Charter School's Division can visit or call the school inquiry on matters, policies or situations that may arise.

If granted, the term of this initial 5 year charter begins on August 13, 2012 and expires on June 2, 2018. To request a renewal of this charter petition beyond June 2018, Encino Charter Elementary School will submit a new petition to the District for approval by January 31, 2018.
Affirmations and Assurances

Encino accepts and understands obligations to comply with specific sections of the Education Code Sections 47611 (STRS) and all laws establishing minimum age for public school attendance.

Encino shall: (LAUSD specific language)

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A) –
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school nor any employee to work at the Charter School.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
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)

School Information

<table>
<thead>
<tr>
<th>School name</th>
<th>Encino Charter Elementary School</th>
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<tbody>
<tr>
<td>Address</td>
<td>16941 Addison Street, Encino, CA 91316</td>
</tr>
<tr>
<td>Telephone number</td>
<td>(818) 784-1762</td>
</tr>
<tr>
<td>Fax number</td>
<td>(818) 995-7110</td>
</tr>
<tr>
<td>Contact person</td>
<td>Marcia Koff, Principal</td>
</tr>
<tr>
<td>Term of the Charter</td>
<td>August 13, 2012 to June 2, 2018</td>
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<tr>
<td>Grade configuration</td>
<td>Kindergarten – Grade 5</td>
</tr>
<tr>
<td>Number of students yr 1</td>
<td>520</td>
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<tr>
<td>Operational capacity</td>
<td>552</td>
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<tr>
<td>Number of classrooms</td>
<td>24</td>
</tr>
<tr>
<td>Opening date for term</td>
<td>August 14, 2012</td>
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<tr>
<td>Instructional calendar</td>
<td>August 14, 2012 to June 2, 2013</td>
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<tr>
<td>Bell Schedule</td>
<td>8:08 am – 2:31 pm M,W, Thu, Fri.</td>
</tr>
<tr>
<td></td>
<td>8:08 am - 1:31 pm Tuesday for banked time PD</td>
</tr>
<tr>
<td>Projected enrollment</td>
<td>* see notes</td>
</tr>
</tbody>
</table>

* The number of students in the first year will be determined by the District.

** The admission requirements include: neighborhood children in the designated LAUSD attendance area, students currently attending through Open Enrollment, siblings of current Open Enrollment students and students admitted on a (SAS) School for Advanced Studies Permit. If space is available, traveling students will have the option to attend.

Vision

Encino Elementary school is dedicated to producing independent, self-motivated students with a passion for learning. We base our programs and practices on research based, forward thinking strategies that will best prepare our students to be scholars and productive citizens in the twenty-first century.
Mission

At Encino we join with our parents and community in promoting a safe, positive experience which encourages curiosity, creativity and responsibility. Our mission is to educate successful, responsible, caring, respectful, trustworthy and inquisitive students, prepared to contribute to an ever-changing world. We have clear expectations for what our students should know and be able to do upon leaving Encino Elementary. These expectations are predicated upon our adherence to rigorous California and National content standards in all subject areas. Our educational goals and expectations are shared with our parents and community members through the meetings with our School Site Council (SSC), English Learner Advisory Council (ELAC), and our booster club Encino Elementary ETeam. At all times we endeavor to provide high-level, research based, quality instruction that addresses the needs of our diverse population of learners within a welcoming and caring school environment.

Identification of Those We are Educating

Our administration, teachers, staff and parents share a common goal: to give our students the most enriched and challenging elementary school experience we can provide.

Encino currently serves 551 students in kindergarten through fifth grade. The student population we serve is as diverse as the make-up of the city of Los Angeles: 52% of the students are classified as White, 7% Asian, 24% Hispanic, 11% African American, 4% Filipino, 1% American Indian, and 1% Pacific Islander. Our school's educational program serves students of all abilities. Approximately 14% of our students are identified as Gifted and Talented, 9% as English Language learners, 8% Special Education students, and 22% Socio-economically Disadvantaged.

API Growth

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Encino Charter Elementary shall not discriminate against any student on the basis of race, ethnicity, national origin, religion, sex, gender, actual or perceived sexual orientation, or disability. The school’s rigorous standards-based educational program based on California Standards shall serve students of all abilities ranging from those who require remedial attention to those identified as gifted and talented.

**Definition of an Educated Person in the 21st Century**
An educated person in the 21st century has to have many important skills, all of which we believe in strongly at Encino. Such an individual must be able to communicate, collaborate, inquire, reason, and problem solve, often utilizing and developing alternative solutions using the scientific method as well as creative and critical thinking skills. She must be able to adapt to different learning and working environments, people, and groups in an increasingly connected, multicultural, multiethnic society. She must have fluency and expertise, not only in core subject areas such as mathematics, language arts, social studies, and science, but also have solid background and comfort in the use of technology. She must display initiative, motivation, curiosity, creativity, and imagination. She must have developed flexibility, self-confidence, and a desire for lifelong learning.

**How Learning Best Occurs**
Simply put, learning best occurs differently for each student, and therefore education must use a multi-faceted, differentiated approach. First, teachers, parents, administrators, support staff, families, and community members must understand their collaborative responsibility to ensure that the needs of all students are met. Encino Charter Elementary will provide a wide array of support services for students needing extra help, as well as enrichment and challenges across the curriculum for those needing to delve deeper into the content. These include but are not limited to such programs as ballroom dance, theater, music, art lab, science lab, resource, computer lab, and enrichment classes after school. In addition, each teacher makes sure to modify the curriculum to meet the needs of her students. Additionally, learning best occurs via implementation of a variety of types of lessons and activities, ranging from project-based curricula and tasks involving solving real-world problems, to reflective writing and cooperative learning challenges involving depth and complexity. Activities and lessons must also appeal to students’ interests and involve considerable opportunities for student input, selection, and development of rubrics and associated expectations. Lessons must be student-driven, fun, memorable, and meaningful. There must be opportunities to share ideas in a comfortable, non-threatening environment. Online learning, hands-on activities, visual context, classroom discussions, and technology must all be incorporated in order to maximize student benefit. The students’ multiple learning modalities will need to be taken into account as well, which means lessons will be devised in order to address the individual needs of each student. Students must learn not just the standards, but the importance of inter-personal relationships, physical activity, and the arts. There must be a strong home-school connection where teachers work together with parents to maximize results. This means that parents must review student homework, take interest in classroom activities, and
participate in parenting seminars, school leadership and governance. With all of these elements in place, the Encino Charter Elementary School student can truly thrive.

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

At Encino Charter Elementary School, we will strive to provide students with an individually appropriate and rigorous education in a supportive and nurturing environment. We will achieve our goals by utilizing a variety of teaching techniques and strategies. We will foster teamwork through collaborative learning environments where learners can interact with each other in flexible, small groups to develop interpersonal and teamwork skills, and encourage understanding of multiple, diverse perspectives. We encourage students to try their hardest and work toward their true potential, all in a positive, reinforced, safe environment.

The administration at Encino Charter Elementary will support the goals of the school’s educational program by providing teachers and students with necessary resources that support and enhance student learning and productivity. The principal must have high expectations for student behavior and academic achievement and must promote programs that support those goals. It is the task of the Charter’s administration to ensure that quality learning is taking place in addressing the State and National Standards through a rigorous educational program using research based best practices and data driven instruction.

The instructional staff at Encino Charter Elementary will support the goals of the school’s educational program by working collaboratively with peers to plan and develop curriculum which supports critical thinking and problem solving skill in all students. Teachers will work to identify student’s areas of strength and areas of need and differentiate instruction to accommodate the academic diversity of our students. Ongoing professional growth and development will be a key part of promoting and maintaining educational excellence at Encino Charter Elementary.

The Encino Charter Elementary School parent group, the E-TEAM, also supports the school’s educational goals by funding enrichment teachers to supplement the school’s educational program. The group fundraises throughout the year to fund the school’s science lab, physical education teacher, computer lab, and library. The E-TEAM supports parent education through informative parent meetings with professional experts as speakers. Additionally, our many parent volunteers provide teacher support and assist in supporting many activities and programs throughout the school campus.

To support the goals of the school, Encino will maintain a governance structure in which decision-making about the school’s operation and educational program rests with the school’s Governance Council of elected teachers, parents, and staff representatives who have adopted a collaborative, consensus-building approach.
To help meet our goals, we focus on the needs of students who are excelling as well as those who may have areas where they need academic support. We provide intervention and differentiated instruction as needed, as evidenced programmatically by SAS, GATE, intervention supports, and special education programs. Additionally, the Student Success Team (SST) serves as a formal means for identifying, intervening, and monitoring with regard to students who may be experiencing difficulties in the areas of academics, behavior, social interactions, health, attendance, and other school-related issues.

Typical Day
It’s Monday morning at Encino Charter Elementary School (ECES). The teacher parking lot is full -- it has been buzzing since 6:30 AM when many teachers arrived to begin preparing for their day. Six parent volunteers and a special education aide are outfitted with stop signs and bright orange vests – all part of the Encino “Safety Valet” program. Visitors are greeted with warm smiles and directed to the school’s newly remodeled office, now better equipped to receive students, teachers, parents and members of the community. The office is enhanced by signed artwork donated by children’s authors who have visited our campus.

Our reception area is filled with prospective parents, who have travelled from all over the San Fernando Valley to take a parent-led tour of our school. With supplemental curriculum including orchestra, dance, drama, computers, science and art -- all funded by parent-driven community fundraising initiatives -- it’s no wonder that Encino has become one of the most coveted schools in the Valley. In 2011, we accepted 148 applications for 29 open enrollment spaces. All supplemental programs are designed to support grade level standards and core instruction. Encino’s API scores have certainly helped to cultivate an outstanding reputation: our API has increased dramatically over the last 5 years, from 849 in 2006 to 936 in 2011.

Just a few feet away from the office is our computer lab. Thanks to one of many successful parent-driven fundraising initiatives, Encino has retained the services of a skilled professional computer lab instructor. Furthermore, fundraising has enabled our school to purchase 36 brand new Apple iMac computers that arrived on November 18, 2011. Equipped with Mac Mini-Servers, the latest in hardware technology, these computers will also house the best elementary school software available today.

Our science lab curriculum is another very successful parent funded supplemental program at Encino. Hands-on-Science now includes a credentialed teacher/science expert who facilitates an independent science lab, serving all teachers and students at Encino. Elements of this program include: an inquiry-based curriculum with a focus on hands-on learning, scientific method, cooperative instruction, classroom integration, professional development/mentoring for teachers, science competitions, and assessment.

Lunch time has arrived and parent volunteers flood the outdoor dining pavilion and playground, all part of our lunchtime parent volunteer program. Encino students are also
helpful at lunch, often found cleaning the tables and picking up trash, hoping to get a “Caught Being Good” slip from our principal or support staff. If you do get “caught,” your name will be entered into a weekly raffle to win a book.

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

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

The bell rings and it would seem to most that the school day is over. However, “Mythbuster Science,” “Lego Robotics,” “Animal Invasion” and “The Little Chocolatiers” are still on the docket this afternoon. Encino teachers and talented members of the local community can be found bringing nearly 20 different enrichment programs to our students after school each day. A portion of the proceeds raised through this program go to support the school.

Still evenings and weekends are not “off limits” at Encino. Frequent “Restaurant Nights” give families an opportunity to socialize with each other as well as with teachers and administrators, while raising money to support school programs. Dads & Dudes (D&D), a group of Encino “Dads” (and other father figures), is currently one of the most successful volunteer initiatives to date. Weekend D&D events like “Movie Night” and “Pancakepalooza” bring in record numbers of people…and record amounts of donations. Live music, playful food options and inspired themes promise sold-out D&D events.

Our school volunteerism doesn’t stop with fundraising events or Dads & Dudes. Fortunately, a number of Encino community members have a green thumb and keep the historic campus looking beautiful through the project “Beautify Encino Elementary.”
At this biennial weekend labor of love, students, parents, grandparents, friends and neighbors show up for the “3 Ps:” pruning, planting and power washing!

The diversity of the student body is reflected in the seventeen different languages spoken by our families, including Spanish, Filipino and Japanese to name a few. Encino’s Multicultural Committee brings special assemblies, concerts and performances to our school to promote cultural awareness and celebrate diversity. This year, our fourth and fifth grade students are helping to support village schools in Africa and Haiti, broadening their world view.

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

D. Proposed Instructional Program

Instructional Framework

Encino Elementary curriculum is based on the California state standards and Associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, technology, and physical education. The curriculum will meet all 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 ensures that all students are exposed to district-mandated standards. Subsequently, addressing multiple intelligences through the use of experiential and open-ended inquiry-based learning produces self-motivated and well-balanced learners. We believe that integrating these modalities will help our students to become analytical as well as creative thinkers.

Scope and Sequence to be Taught

The scope and sequence of skills to be taught across the grade levels and the different subjects the school plans to teach have been outlined below. All California State Standards will be addressed with cross grade-level planning so students receive consistent instruction. Beginning in kindergarten in the 2012-13 school year we will introduce the National Common Core Standards that have now been adopted in California.
Language Arts

- A rigorous curriculum that exceeds the state content standards for Language Arts K-5
- Develop students’ reading, writing, listening and speaking skills to support academics across disciplines.
- Develop critical reading skills.
- Supporting reading using the California Treasure Reading Program.
- Enhancing reading using Literature Circles, California Treasure Skill Based Practice Readers, California Treasure Content Readers, and Accelerated Reader.
- Critique, justify, and theorize in compositions/writing across the disciplines using Thinking Maps as an organizational tool to enhance the structure of the product.
- 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 curriculum.
- Apply vocabulary development in written and oral format.
- Demonstrate critical thinking skills specific to Bloom’s Taxonomy.
- Use technology as a tool for presentation and project exhibits, and digital portfolios.
- Construct creative writing stories and poetry.
- Develop expository, informational, persuasive and critical writing
- Devote minimum two hours daily to language arts instruction in grades K-5.

Mathematics

- A rigorous curriculum that exceeds the state content standards for mathematics.
- Develop students’ mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes.
- 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 problem.
- Connect math across disciplines (music, dance, science, art, technology, and history).
- Develop students’ skills using mathematical tools (protractors, calculators, computers, rulers, compasses)

Science

- A rigorous curriculum that exceeds the state content standards for science.
- Hypothesize and develop experiments utilizing the scientific method.
- Use hands on experiments in the science lab to further research and prove/disprove conjectures.
• Integrate science and writing by using the language of the discipline.
• 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 student’s progress through the grade levels.
• Help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness

History and Social Studies

• A rigorous curriculum that exceeds the state content standards for history and social studies.
• Students will understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods.
• Through critical thinking skills, students will relate over time historical events and be able to find parallels and patterns.
• Understanding cause and effect of historical events.
• Using role-play and interactive units to gain first hand experiences.

Technology

• A rigorous curriculum that exceeds the state content standards for technology.
• Through word processing students will demonstrate written expression through technology.
• Explore artistic applications appropriate to grade level with programs such as PowerPoint, Garage Band, iMovie, and Keynote.
• Students work with data to identify and present information using spreadsheets (Excel).
• Use of the internet enables students to broaden their research capabilities.
• Students will identify and choose relevant information to enhance research.
• Students can utilize up-to-date sources of information relevant to study.
• Students will be instructed in the safe and ethical use of the Internet and online programs.

Teaching Methodologies

The teachers and leadership team at Encino will use current research and student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade-level. Standard methodologies include:

*Academic Rigor*- Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.
Clear Expectations- Teachers clearly define and articulate state standards in “student-friendly” language to ensure academic goals are attained.

Collaborative Groupings- Teachers create small groups in order for students to interact with their peers. Students share their thinking processes that 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 of the assignment. Charts/rubrics are based upon curricular standards and objectives.

Direct Instruction- Teachers use carefully planned standards-based lessons.

Guided & Independent Practice- Teachers will 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 groups to target students who need extra instructional time as well as preview and review.

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 state standards.

Higher-Level Thinking- Teachers design lessons that develop critical thinking skills, which help to solve complex problems with depth and complexity. Students are encouraged to utilize the highest stages of Bloom’s Taxonomy, such as synthesis, analysis, and evaluation.

Integration of the Arts- Teachers and curriculum specialists use drama, dance, music and visual arts to enhance their 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.

Adhering to the proposed instructional framework and teaching methodologies ensures Encino’s instructors can successfully meet the needs of all students which include these subgroups: GATE, Special Education, English Language Learners, Under-Achieving/Non-Proficient, General Education, and the Socio-economically Disadvantaged.
Additional Enrichment Instruction – Media Lab, Physical Education, Visual Arts, and Science

It is proven that students can learn at a higher rate by applying test-based knowledge paired with hands-on experiences with science, the arts, technology and media. Students exposed to the arts learn to think creatively and to solve problems by imagining various solutions and rejecting outdated rules and assumptions. Questions about the arts do not have only one correct answer. An arts education exposes children to the incomparable. Encino Elementary School’s current “arts-based” enrichment, Science Lab, Media Lab and physical education programs are financially supported by Encino’s E-Team booster club. As a separate entity from Encino Elementary School, the parents of the Encino Charter Elementary School’s E-Team Booster Club shall maintain liability insurance sufficient to cover all E-Team sponsored activities and shall present a certificate of insurance as evidence of such insurance coverage on at least an annual basis to the District’s Division of Risk Management & Insurance Services. Encino Elementary School will conform to and operate under the District’s Donation Policy.

Encino Charter Elementary School will seek to continue to provide this additional, enrichment programming to all 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, K- 5, and meet and exceed the established California Content Standards. Qualified specialists to teach these programs, which include, science, visual art, physical education and media lab, are currently hired through a collaborative process involving the E-Team with input from the principal. This collaboration continues each year, when the administration, faculty, and E-Team schedule instruction in these specific areas into the school day so that every student in the school has the opportunity to participate. (Lawrence Hall, UC Berkeley, “The Status of Science Education in the Bay Area”, 2007)

Physical Education

- The physical education program provided to all grades is a supplement to the state standards, which the 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 Encino, 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)

Media Lab

• Our Media Lab is a 21st Century resource utilized by all grade levels, K-5. The lab is funded by our E-Team parent organization. Whole class access to computers enables our teachers to effectively integrate technology used by students to better understand concepts being taught. Our Media Lab instructor provides our teaching staff with technical support and works collaboratively with teachers to ensure that computer instruction directly supports the core curriculum at each grade level. (“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)

How the Curriculum Addresses California Content Standards

All components of the Encino Elementary School curriculum plan conform to math and language arts frameworks for California public schools. In 2012 we will begin to integrate the nationally adopted Common Core Standards that will be required in California in 2013. All instruction will be standards-based and assessed by the California Standards Tests as scheduled by the Department of Education and the Los Angeles Unified School District. Encino Elementary School determines the extent to which they will implement district adopted curriculum and periodic assessments.

Evidence That the Proposed Instructional Program Will be Successful with the Charter’s Targeted Population

• Evidence shows that the proposed instructional program will be successful with Encino Elementary School’s targeted population based upon data relating to Encino Elementary’s current instructional program and student population.
• With a focus on best practices in regards to the instructional program, Encino Elementary’s API has met or exceeded the district target for the past five years. Encino’s API for 2010-2011 was 936.
• For the 2010-11 school year Encino earned the designation of Excelling on the LAUSD School Performance Framework.
API Growth

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- Each year, teachers have offered a rigorous daily program of standards-based and differentiated instruction to give the general education population an opportunity to meet and exceed their levels of proficiency.
- Encino met all English Learner Accountabilities for the 2010-11 school year. Teachers utilize ongoing assessments, collaboration, the California Treasures ELD program, and team-teaching approaches to ensure our ELL students progress in a solid foundation of reading, writing, listening and speaking.

English Learner Accountabilities

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<th>AMAO 1 – CELDT Annual Growth</th>
<th>Met</th>
<th>2009-10</th>
<th>2010-11</th>
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<td>73.0%</td>
<td>73.5%</td>
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<th>AMAO 2 – Attaining Eng. Proficiency</th>
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<th>Met</th>
<th>2009-10</th>
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<td>Yes</td>
<td>68.6%</td>
<td>77.5%</td>
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<tr>
<td></td>
<td>80.0%</td>
<td>90.0%</td>
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- Encino Elementary has met and in some cases exceeded District mandates for Special Education, including the Modified Consent Decree. All teachers, with direction from administration, adhere to each individual student’s IEP, as well as conduct SST’s (Student Success Teams) for students who are unsatisfactory in academics as well as work habits or behavior issues. SST meetings recognize the RtI approach, in terms of assisting teachers to attempt a hierarchy of intervention strategies with the goal of enabling struggling students to meet grade level standards. Encino Elementary’s fall 2011 District Validation Review (DVR) score was 97%. This evidence shows that our Special Education teams are on target for meeting the needs of our special education students.

Encino Elementary is an LAUSD School for Advanced Studies (SAS). We are dedicated to identifying and addressing the needs of our gifted and talented and high achieving population by incorporating experiential learning and differentiated planning into daily instruction. As a result, our 16% GATE population is higher in comparison to the district’s norm of 6%. Our teachers participate in ongoing professional development for Gifted and Talented education to maintain the academic recency needed to support our SAS program and provide quality instruction for our students.

An integral part of Encino Elementary School’s instructional program, is a dedication to
providing additional enrichment programs. Encino’s teaching staff, together with a professional expert in each one of the enrichment programs (visual arts, science physical education and technology), infuses excitement, motivation, and high interest into the learning experiences of each and every child at school. Regardless of a child’s learning profile at Encino, the enrichment programs will play an enormous role in the success of the targeted population.

**Textbooks or Other Instructional Resources to be Used**

California Treasures

Units of Study for Teaching Writing – Lucy Calkins (Heinemann)

enVisionMATH California (Scott Foresman)

FOSS Science Program

Accelerated Reader

Hands on Equations

Wordly Wise

Marilyn Burns Math

Marcy Cook Math

Scott Foresman History-Social Science for CA

Health & Wellness

Second Step

Too Good for Drugs

Math Their Way

S.R.A

AIMS

**How the School Will Recruit Teachers Qualified to Deliver the Proposed Instructional Program**

Teachers will be recruited in accordance with District policy, procedures and collective bargaining agreements. Teacher staff will be asked to submit an application in accordance with Personnel Commission and District policies.
How the School Will Provide On-going Professional Development

Professional Development will be an on-going component of Encino Elementary School and an effective tool used to design the curricular needs of our students and teachers. Professional Development issues, ideas, and products will be driven by the students’ and staff’s needs and interests, which are then forwarded to the Instructional Leadership Committee for formalization of appropriate training and products. Encino Elementary School’s Professional Development program will be subject to the approval, implementation, and scheduling by the entire staff. In addition Encino Elementary School will participate in both site level and district professional development activities.

Academic Calendar/Sample Daily Schedule

Encino Charter Elementary School will follow the Traditional Academic calendar set forth by the Los Angeles Unified School District utilizing block scheduling as follows: A two hour block for English/Language Arts, a 75 minute block for Math, with Science, Social Studies, Physical Education, Media Lab and Arts Education completing the daily and weekly schedules. Encino will adhere to the number of state mandated instructional minutes; however, we would like the flexibility to develop subject area schedules that best meet the needs of our students. We currently have a waiver for the full year of banked time Tuesdays for professional development, and we wish to continue that practice and will adjust our bell schedule accordingly.

Describe How the Instructional Program will Meet the Needs of Specific Student Populations

English Language Learners

Encino’s goals for English language learners:

- Academic proficiency in English
- Achievement in all academic areas
- Function effectively and harmoniously in a multicultural community

Teachers will use the California Treasures ELD curriculum component, applying SDAIE strategies to support English language development. Progress is systematically monitored with annual CELDT testing and regularly maintained ELD portfolios. We have set a goal of moving students up a minimum of one ELD level each year.

Socio-Economically Disadvantaged Students

Encino will ensure that all students are provided with the necessary tools to succeed academically:
• Access to learning through and with technology in the classroom and computer lab
• Scholarships for afterschool enrichment programs
• Field trips for experiences beyond the page
• An extensive library supported by a library aide and Accelerated Reader program
• Ensuring the meeting of nutritional needs

**Gifted Students**

As a School for Advanced Studies, Encino is committed to the identification and nurture of the gifted student. Yearly, teachers engage in many hours of professional development both in house and university or college coursework on gifted education. To differentiate and serve the diverse learners in this group:

• Universal themes such as relationship and change are woven throughout the curriculum.
• Students are challenged to seek patterns that can be generalized to state rules.
• Discussion requires students to defend and justify opinions with evidence.
• Problem solving includes application and explanation of multiple strategies.
• Research is supported by multiple sources.
• Independent investigation and creative production is encouraged.
• Students have opportunities to work collaboratively or individually in flexible learning situations.

**Underachieving/Below Grade Level Students**

Encino has high expectations for all students with the goal of academic proficiency for the underachieving student. We identify, support, and monitor students who have not yet achieved this goal with:

• Small group and individually targeted instruction using California Treasures curriculum support in English Language Arts.
• Regular assessment to monitor progress and guide planning, DIBELS, STAR Reading assessments, District Periodic Assessments in Reading/LA
• Intervention to address literacy and math challenges:
  o Classroom based targeted intervention, RtI Level 1 & 2
  o Pull out intervention: Learning Lab, RAZ Kids
  o Afterschool intervention: targeted to FBB and BB students in Spring semester
• Student Success Team uses a team approach to address concerns and strategies to provide additional assistance in and out of the classroom.
Special Education *(LAUSD specific language)*

The District shall continue to serve the needs of special education students enrolled in the 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.

Conversion Affiliated Charter

1. Charter School Special Education Responsibilities

   a. General Requirements

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

      The 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 Charter School.

      The 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 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 Charter School will maintain copies of assessments and IEP materials for District review. The 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 Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

      The 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 Charter School will participate in internal validation review (“DVR”).
The Charter School is responsible for the management of its personnel, programs and services. The 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 Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School.

b. Transferring Students

For students transferring to the Charter School from District schools or District affiliated charter schools, the Charter School will provide those related services required by the students’ IEPs immediately upon the students’ enrollment.

For students transferring to the Charter School from other school districts, the Charter School shall provide related services required by the students’ IEPs upon the students’ enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with state and federal law.

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 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 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 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 Charter School concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe 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 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 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

In the event that the Charter School is unable to provide an appropriate placement or services for a student with special needs, the Charter School will contact the District to discuss placement and service alternatives. Charter schools are expected to provide services to all enrolled students with disabilities (mild to severe). If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity, the Charter School will be fully responsible for the quality of the program and for any costs incurred for such a placement.

e. Least Restrictive Environment

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

f. Staffing Requirements

The 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 Charter School will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. The 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 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 Charter School will convene a manifestation determination IEP that includes District representation as set forth in the District’s Policies and Procedures Manual. The 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 current District-wide average percentage of students with disabilities is 10-13%. The Charter School’s outreach efforts should be geared toward aligning with the District-wide average. The 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 provide the Charter with MCD reports indicating range of services and number of students served at individual 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 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 Charter School initiates due process proceedings, both the Charter School and the District will be named as respondents. Whenever possible, the District and the 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 Charter Schools including the District’s Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. The 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 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 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. The Charter Schools will contribute their fair share of SELPA-wide unfunded special education costs from their general purpose block grant monies.

5. District Responsibilities Relating to 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 Charter School staff.

*Modified Consent Decree Requirements* *(LAUSD specific language)*

All 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 eighteen statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use 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 charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

Implementation Plan

Encino follows the traditional track school calendar. All classroom instruction will be based on California State Standards and beginning in 2013 the National Common Core Standards. Language Arts and Mathematics instruction will conform to the National Standards (California Core State Standards, CCSS) adopted by California in August, 2013. Instruction in all areas will be planned and delivered in a timely manner to ensure all students access to the required curriculum. All teachers will meet regularly throughout the year in grade level teams to plan study units. Instructional materials adopted by the state and the Los Angeles Unified School District will be used to deliver instruction. Categorical Block Grant funds will be used to provide teacher assistance in all grade levels to provide individual student attention, to increase the integration of technology, to provide professional development, and to purchase supplemental curricular materials.
ELEMENT 2 – MEASURABLE STUDENT OUTCOMES

“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.” Ed. Code § 47605 (b)(5)(B)

Academic Performance Index/Adequate Yearly Progress/CST scores

Encino Charter Elementary School, as a LAUSD Affiliated Charter, shall be measured with the same criteria as all LAUSD elementary schools. CST scores are used to determine growth and achievement in comparison with other District and California elementary schools. LAUSD administered periodic benchmark assessments are used to evaluate student learning in English Language, Science and Math. Encino Charter Elementary School shall determine the development, implementation or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. Encino may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District.

The CA Department of Education (CDE) provides API reports as part of the Accountability Progress Reporting (APR) system. The APR system is an integrated approach to reporting results on the federal and state educational accountability requirements. These accountabilities will provide information regarding academic progress for all numerically significant sub-groups at Encino. Encino Charter Elementary School will rely on the California Department of Education to provide API information from our CST data. Annual Percentage Index (API): A comparison of Encino, Los Angeles Unified and the State of California. The API is used in meeting state requirements and as one of the federal AYP (Adequate Yearly Progress) requirements under NCLB.
API comparison of Encino Elementary, LAUSD and the State of California

Encino culminating students demonstrate the following through their words and actions:

- the ability to overcome obstacles through observed perseverance
- emerging independence by being active and responsible participants in their learning
- the courage to accept challenges and risk trying the unknown through discussion and problem solving strategies
- attend school regularly as recorded in attendance records
- make better choices by learning from their mistakes and gaining wisdom for the future
- complete homework and class assignments as directed, and recorded in progress reports
- strive for academic excellence by practicing scholarly work habits such as attending, participating, studying, and completing quality work and products as measured and observed by their teachers, and themselves
- demonstrate citizenship by participating in activities that benefit their classrooms, schools, communities, and beyond

Student Attendance

School attendance is extremely important for students to make adequate yearly progress. As such, Encino will adopt the attendance goal set forth in the LAUSD Performance Meter for All Youth Achieving in attendance, which is 100%. Parents and students are accountable for ensuring student attendance. At Encino for the 2010-11 school year, the percentage of students with 96% or higher attendance was 63%. Our
goal is to meet or exceed to LAUSD Annual Target goal for 2012-13 or 71% of students with 96% or higher attendance. We will follow the District policy and procedures to raise our attendance percentage. Our RTI for attendance is as follows:

- **Targeted/Intensive Group - 3 to 5% of the school**
  - 25+ days – FBB
  - intensive interventions, specific and individualized plans, educational alternatives/options, parent meetings with administration

- **Selected Level (At Risk) - 10-15% of the school**
  - 87-91% in-seat (15-22 days) = Below Basic
  - 92-95% in seat (8-14 days) = Basic
  - re-teach attendance, systems of identification, student/family supports (SST), documentation and monitoring, Student Attendance Review Team (SART)

- **Universal Level - 75-85% attending 96% of the time (7 absences or less)**
  - 96%+ = Proficient
  - 100% = Perfect Attendance
  - teach importance of attendance, reinforce good habits, positive school climate, communicate goals, attendance plans

We plan to continue and hold parents and students accountable for regular daily attendance. When a problem arises, a meeting with the parents will be held to determine reasons for absences and to provide assistance to alleviate the problem. Attendance is reported three times per year on the progress report, but parents will be informed about excessive tardies and absences. Phone calls and letters will be mailed home on a periodic need be basis.
ELEMENT 3 – METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)

Goals of the Program for the Next Five Years

- Increase the percentage of students scoring proficient or advanced on the CST in Mathematics by 5% prior to the end of the renewal
- Reduce the percent of students scoring below basic and far below basic on the CST in ELA and Math by 5%
- Increase the percent of 5th grade students scoring proficient or advanced on the CST in science by 5%
- Increase the percent of English Learners scoring early advanced and advanced on the CELDT by 5%
- Decrease the achievement gap between white students and African American and Hispanic students by 10% by the end of the charter petition
- Have at least 75% of our students in grades K – 5 score a “3” or “4” on the LAUSD rubric in the core curriculum areas in each grading period

Student outcomes are measured through ongoing diagnostic, formative and summative data (CST, CORE K12, MyData, and District adopted texts and assessments in social studies and science). Teachers begin each year by assessing the skills the students have at the beginning of the year. These inventory tests are a combination of teacher created materials, DIBELS assessments, Treasures assessments, LAUSD adopted materials, and commercially available materials related to specific units of study. The results are evaluated by the classroom teachers during grade level meetings, and are analyzed with emphasis on the grade level standards and performance on the CST. A course of action and response is identified as a way to map the curriculum units to meet the identified needs of the students and monitor their progress throughout the school year during professional development meetings, both at grade level, and school wide. This information will be used in addition to performance on additional teacher created tests, commercially available tests, publisher tests, portfolio assessments, rubrics, projects and IEP goals to determine student progress three times per year on the progress report.

Students will be graded using the LAUSD scoring guides for kindergarten through 5th grade, using the 4 point scale. Encino will use a District approved report card. Parents will be informed of student achievement with progress reports five weeks before each
report card. Reports cards will be distributed three times a year. Formal parent conferences will be held once a year and as needed to support academic progress, social well being and student responsibilities. Parents will learn about grade level and teacher expectations during the scheduled Back to School Night at the beginning of the academic year. Parents will be informed by emails, phone calls and informal conferences when a child needs more support.

To address the educational needs of students at risk, scoring Basic, Below Basic, or Far Below Basic on the CST; the principal will utilize the My Data - At Risk Student Report. Additionally, data from the district periodic Language Arts and Quarterly Math Assessments from each grade level will be evaluated. This data will be used to determine at risk students targeted for intervention. It will be used by teachers at grade level meetings, to help support student learning, to apply appropriate teaching methodologies and to be a guide in monitoring progress. Students identified on the “At Risk” Report, will receive ongoing in class intervention and may be included in Learning Lab - Raz Kids interventions. It is the goal of the instructional program to have all students score well enough on the CST to be removed from the intervention list.

The LAUSD District initiative for all students to be proficient in English Language Arts and Math by the 8th grade is the impetus for the vertical articulation between 5th grade and the Middle School. These articulation meetings are planned and scheduled with Portola MS, Mulholland MS and Hesby Oaks Span School. Areas of need are identified from student scores on in-house tests, CST’s, and periodic assessments and then a course of action is planned by the coordinating council team. Success will be measured by having at least 75% of our matriculating students entering the Middle School proficient in English Language Arts and Mathematics.

Language Arts periodic assessments are used to assess student progress in English Language Arts. These benchmark assessments are used at specific intervals to monitor student achievement. District materials, additional teacher-created and commercially published unit tests are used to assess student achievement and to inform instructional practice at the completion of individual units. Results of these assessments, possible interventions and re-teaching topics are discussed at grade level meetings.

Assessment data is used to inform instruction and professional development on an ongoing basis. Teachers and administrators are directly involved in identifying and aligning curriculum, instructional materials, interventions, and periodic and formative assessments with the goal of meeting and exceeding the California and National Standards. As part of this process, Encino will consider new texts and program adoptions of LAUSD, along with its own preferences, to identify how best to meet the unique and changing needs of students. This will include participating in District
trainings and in-services and the use of District instructional guides, and periodic assessments as determined by Encino. The Local District Superintendent in cooperation with Encino’s teachers and administration will decide the degree, extent, and nature of implementation of new District adoptions and periodic assessments in meeting the needs of our students.

English Language Learners are given the CELDT test on an annual basis and are monitored using the LAUSD portfolio. Students are expected to increase fluency by one level per year. CELDT data is analyzed each year as part of the data review. Encino is committed to improving outcomes for students historically at risk and developing ways to decrease the achievement gap among these populations. Teachers with ESL students, will use a State Adopted ESL program for 40 minutes per day to deliver a high quality, rigorous ESL program for qualifying students. In addition, Encino has effectively used qualified retired educators to work with ESL students to provide small group instruction that targets vocabulary development. Our school technology is being upgraded to include Language Development Programs and translation software to assist ESL students with targeted vocabulary and language skills. In keeping with LAUSD policy, ESL students in the fifth grade will be given the Diagnostic Placement Inventory for appropriate placement in Middle School.

Students at Encino will demonstrate their knowledge and skills through an array of assessments; including but not limited to teacher created and commercially available performance assessments, diagnostic assessments, formative and summative assessments. Students will take assessments at the beginning of units, as well as at the end of units according to the specific teacher timetable and area of study. CST assessments will be taken at the same time as other LAUSD schools. Encino follows District required testing calendars and procedures through the use of all state mandated assessments. CELDT tests will be taken by students with a language other than English on the Home Language Survey as well as teacher observation.

Testing

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.
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)

The Charter School is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Encino. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements. Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

In the event that Encino changes from affiliated charter status to independent charter status, Encino and/or its non-profit corporation will be a separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If Encino changes its status to an independent charter school, Encino shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

Encino Charter Elementary School will operate as an affiliated charter school within the Los Angeles Unified School District. The Los Angeles Unified School Board is the governing body for Encino. The school site governance structure is the Encino Charter Leadership Council where decisions are made that involve various aspects of the school within the authority of the Local District Superintendent and LAUSD Board of Education. The Encino Charter Leadership Council’s actions and decisions shall be bound by the decisions of the Local District Superintendent, Los Angeles Unified School Board, LAUSD policies and procedures and State laws applicable to charter schools. The District reserves the right to appoint a non-voting single representative to the Charter School governing council.

Encino Charter Leadership Council responsibilities include, but are not limited to:

- Categorical block grant budget
- Curriculum/instruction
- Personnel selection pursuant to District policies and procedures
- Scheduling of school events
- Determination of site level calendar
o Implementation of student admissions and/or enrollment policies in accordance with the District policy
o Student conduct
o Community relations
o Categorical block grant management
o School operations

All attempts will be made to gain consensus, the preferred method of decision-making. In the event that consensus cannot be reached, decisions can be reached by a quorum. Any decision made cannot impact LAUSD personnel including salaries, health benefits and job security. LAUSD personnel issues will be dealt with according to the Collective Bargaining Agreements between LAUSD and the respective bargaining unit.

This Charter Leadership Council, also known as our School Site Council, shall consist of 12 members: Principal, 1 classified representative, 4 teachers (including the UTLA chapter chair), and 6 parent/guardian representatives. Council members are elected for 2 year terms. The Encino Leadership Council operates under its bylaws and may from time to time revisit the policies and procedures and amend its bylaws accordingly. The district reserves the right to appoint a non-Voting single representative to the Charter School governing council. (LAUSD required language)

Members of the Charter School’s governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest. Encino will participate in any and all audits and inspection of records as would any other typical LAUSD elementary school. A vacancy in any office is filled at the earliest opportunity by a special election of the council, for the remaining portion of the term of office.

The Encino Charter Leadership Council and committees shall comply with the Brown Act and meet at least 8 times per year. All meetings are open to the public and members of the school community in accordance with the Brown Act. Notifications of Leadership Council meetings shall be published in the school newsletter, on the website or on the school marquis at least 72 hours to one week in advance. In addition, an agenda for each meeting will be published or posted online at least 72 hours to one week prior to the meeting. Each year, the Leadership Council will vote for a chairman, a secretary, and a parliamentarian. Minutes of each meeting shall be taken and available for review online upon approval. Every person has a right to inspect and copy these public records.

Encino recognizes that the Principal is the school leader. In the event that the Encino Leadership Council should take a vote of non-confidence in the school Principal,
selected from an LAUSD provided list, the LAUSD will work with the Leadership Council to change the principal in accordance with the appropriate collective bargaining agreement and District policy.

The work of the Encino Leadership Council shall be accomplished through the activities, reports and recommendations of its various advisory committees. Issues arising before the Leadership Council will be referred to the appropriate committee for consideration and its recommendations shall be presented to the Leadership Council for final approval. Each committee shall be chaired by a teacher and a parent representative will serve as an advisor. All committees must have both parent and teacher representation. The principal shall be a member of each committee. All committee meetings will be open to the public and meeting notices advertised one week prior. Everyone interested will be encouraged to attend. Involvement in the governing council and the various committees will provide for direct parent and teacher involvement regarding the ongoing process of reviewing and revising the school’s educational program to meet the unique and changing needs of our students. Any parent of a child enrolled at Encino can nominate themselves as a candidate to sit on a committee for the at large position then each candidate is invited to speak to the governing council to present their qualifications before the council selects one candidate. The Leadership Council will then elect the candidate into the position of parent at large through a quorum vote.

Staff members are elected by their peers to sit on committees during a staff meeting. The representatives must be confirmed by the Leadership Council with a quorum vote. It is noted that each committee is headed by a Leadership Council teacher that will be selected and ratified by the Leadership Council at the first meeting of the new school year. Committees meet at least four times per year, but when circumstances arise, it is expected that committee members meet to address any pressing need.

The budget plan for the financial operation is consistent with the requirements of any school district budget and is designed to identify the costs associated with the operation of an affiliated charter school serving a population of students Kindergarten through fifth grades. The Charter School will open with grades K-5 and remain at that level in subsequent years. The Charter School budget will flow from the LAUSD and be allocated to Encino. At present the District does not provide Encino with three-year financial projections. The District ensures adequate cash flow for Encino. The School will be operated as an affiliated charter with LAUSD. As a District affiliated charter school, Encino will be afforded resources in the same manner used for funding all District schools. Encino does not invest funds and deposit any received funds through the District process.
Budget decisions will also be made by taking into account the priorities of the school as well as the parent community. Prior to creating budgets for the upcoming fiscal year, a survey will be distributed to the Encino parent community to determine their goals with respect to the school's educational program. The results of this survey will assist the committee in determining how the budget for the upcoming year might be allocated.

Encino will participate in any and all audits and inspection of records as would any other typical LAUSD elementary school. Encino will be subject to District oversight and that this oversight shall continue throughout the life of the Charter School. Oversight also includes monitoring of the Charter School’s progress and attainment of measureable pupil outcomes, as well as adherence with all applicable laws and regulations, court orders, and the terms of the charter, and financial reporting requirements. Encino will also expect that oversight shall include a review of the school’s performance in the areas of academic achievement, governance, organizational management, finance, and the attainment of applicable benchmarks as well as a review of adherence with applicable law, regulations, and the terms of the charter. It is also understood that the District will identify the school’s strengths, underdeveloped areas, develop specific goals to facilitate year-to-year oversight, and review the school’s self study process to facilitate school improvement.

Encino will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time. In the event that the charter needs to be amended, the Encino Charter Leadership Council will need a resolution raised and obtain a quorum vote for approval of the amendment in order for the amendment to move forward for submission to the Innovation and Charter Division for approval from the LAUSD Board within the legal timeline.

**Grievance Procedure for Parents and Students**

As a District affiliated charter, Encino shall comply with District’s Grievance policy and procedure for Parents and Students.

*LAUSD Charter Policy (LAUSD required language)*

Encino Charter Elementary School will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time.
*Responding to Inquiries* (*LAUSD required language*)

Encino shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records. Encino acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

*Notifications* (*LAUSD required language*)

Notification is to be made to the Innovation and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Encino.

Encino Leadership Council
Advisory Committees for the Encino Leadership Council

**Leadership Council**
6 Teachers
8 Parents or Community Members
1 Classified Staff Member
School Principal

**Curriculum/ Instruction**
Core Academics
Technology
Arts

**Professional Development**
Assessments
Communication

**Personnel**
Certificated
Classified

**District Advisory Committees**
District Advisory Committees as needed (ELAC)

**Finance/Budget**
Oversee categorical block grant

**Coordinated Safe and Healthy School**
Facilities, Health and Safety
Visitor Policy
Traffic
Facilities and Operations
Emergency Procedures
Schoolwide Positive Behavior Support
Behavior Expectations
Anti-bullying
Nondiscrimination
Attendance

*All certificated staff members are automatically members of the Curriculum Committee and the Coordinated Safe and Healthy School Committee.*
ELEMENT 5 - EMPLOYEE QUALIFICATIONS

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

Encino Charter Elementary School believes that all persons are entitled to equal employment opportunity. It does not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal opportunity will be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

As an affiliated charter school of the Los Angeles Unified School District, The Encino Charter Elementary School will comply with all No Child Left Behind Act (NCLB) requirements of teachers and paraprofessionals.

Encino Charter Elementary School will follow all district personnel policies and practices. The school retains the right to select and evaluate teachers, classified staff, support personnel and administrative staff. Encino Charter Elementary School will abide by district policy, procedures, and collective bargaining agreements for employee selection. The school will make its recommendations to the local district superintendent for administrative candidates and the local district superintendent will make the final decision. All administrative positions at Encino Elementary Charter School will be filled in accordance to district and personnel commission policies and filled by individuals with the appropriate credentials for such administrative positions. Credentialed administrators will be recommended to the local district superintendent for a final determination. While Encino Elementary Charter School recommends employees through an interview process and in accordance to district and personnel commission policies, the district is the employer and all candidates must be processed through the district. As an affiliated charter school, Encino Elementary Charter School will abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99 and other collective bargaining units and LAUSD. All employees will be compensated according to district contracts and the respective collective-bargaining agreements. Staff is subject to district decisions regarding reduction in force and layoffs.

LAUSD credential office will maintain all copies of teacher and administrative credentials to be readily available for inspection. Encino teachers are able to utilize the LAUSD credential office to assist with any credential issue that might surface.
Background checks are conducted through LAUSD as the official employer of staff at Encino. Background checks are assumed by LAUSD and must take into account any and all LAUSD union contracts and collective bargaining agreements with regards to privacy and permissibility.

We will adhere to all court mandates and state and federal laws including the Rodriguez Consent Decree. Each self-contained classroom teacher will have appropriate credentials issued by the State Commission on Teacher Credentialing for his or her teaching assignment. Non-self contained classroom teachers will have appropriate credentials consistent with state legislation and Title 1, No Child Left Behind legislation. The district will monitor all credentials. At the close of each school year, the principal will evaluate the faculty consistent with district policy. Such evaluation will include the areas of professional development, teaching performance, the integration of science, technology, and enrichment and student performance as demonstrated by previously discussed district assessment methods.

**Personnel**

Encino shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD – UTLA CBA must be adhered to, particularly in regard to Local School Leadership Council composition and responsibilities.

**Staff Selection:**

**Certificated Personnel**

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Encino will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to any Encino campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).

**Classified Personnel**

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

Unless the District has assigned all employees in a classification to a specific basis, Encino will have autonomy in assigning positions to specific working basis.

Professional Development

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

Administrative Selection Procedures

Encino Charter Elementary School shall adhere to all applicable court mandates, state and federal laws, district and personnel Commission policies, and collective bargaining agreements with regard to recommending for selection its own administrative staff and shall not discriminate on the basis of ethnicity, national origin, religion gender, age, disability, or sexual orientation. When a principal or assistant principal is needed for Encino an Interview/Selection Committee shall be selected and approved by the Encino Leadership Council. Said committee may include, but is not limited to, the UTLA chapter chair, two veteran teachers of at least three years experience at Encino, three parents of current students and a classified representative whose primary duties are school based operations.

The application for a new administrator will be filed in accordance to District and personnel commission policies. The applicant(s) will be interviewed by the selection committee and the selection committee will be authorized, by consensus or at least 75% majority vote, to decide which applicant will be recommended for employment to the Local District Superintendent. Upon employment, all administrative candidates will be subject to LAUSD evaluation procedures from Local District personnel. In the event that LAUSD permanently reassigns an administrative employee of Encino, the Encino Leadership Council shall be notified by LAUSD as soon as possible. Upon notification, the selection committee will begin the selection process to fill the vacant position.
according to the process identified above and consistent with District policies. Upon employment principal candidates will be expected to:

- Provide assistance, guidance and supervision in instructional practices and curriculum development
- Visit classrooms regularly and provide timely feedback on instructional practices
- Provide leadership for identifying goals for student achievement and to monitor and share progress of students identified at risk
- Develop partnerships among students, parents, community members, teachers, and support staff
- Provide timely information to teachers, parents and the school community about school affairs
- Oversee the instructional program
- Utilize a shared decision making format with the Leadership Council and respective committees
- Provide opportunities for professional growth
- Assist with student discipline
- Attract new resources to the school
- Oversee business practices of the school
- Monitor the expenditures of all school funds in accordance with federal, state and district guidelines
- Maintain regular, punctual attendance
- Maintain professional appearance and attitude
- Evaluate performance of certificated and classified personnel in alignment with collective bargaining agreements
- Maintain a school climate that ensures the safety, health and welfare of students and personnel
- Attend all Leadership Council meetings
- Uphold all aspects of the charter and work cooperatively with the District when differences arise
- Develops the partnership among students, parents, community members, teachers and support staff that will enable the Encino Elementary Charter School to become a learning community with high expectations and achievement for all students.
- Works enthusiastically with the Encino Elementary Charter to develop and operate the school and maintains collaborative relationships with other formal or informal educational institutions.
- Educate all students and demonstrates improved student achievement with standards-based instruction, focused learning opportunities, and appropriate use of all resources.
- Maintains a school climate that ensures the safety, health and welfare of students and personnel; organizes and implements an emergency operation plan; and complies with mandated child abuse reporting procedures.
Teacher Selection Procedures

Encino shall participate in the selection of its own teaching staff consistent with District policies and procedures and shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, disability, or sexual orientation. All full time classroom teaching positions shall be filled by NCLB highly qualified credentialed employees. Upon employment, teacher candidates will be subject to the evaluation procedures as determined by the UTLA/LAUSD contractual agreement.

Interested teacher candidates will be asked to apply in accordance with District and personnel commission policies. Candidates will submit a resume, plus letters of recommendation from former supervisors or other references. The candidate may be subjected to an informal classroom visit by member of the selection committee or asked to present a demonstration letter. Candidates are expected to demonstrate that they have read the school charter and are familiar with the goals, vision and duties expected of a teacher candidate. Teacher candidates shall be recommended by the Selection Committee as approved by the Encino Leadership Council and may include, the Principal, two (2) parents, three (3) teachers (where 1 teacher must be from the approximate grade level where the opening exists). Other non-voting members may be included on the selection committee as decided by the committee to add expertise in interviewing for the vacant position. The Encino Leadership Council approves and authorizes the autonomy of said committee. The recommendation will be forwarded to the Local District Superintendent for a final determination. Upon employment at Encino, teacher candidates will be expected to:

- Provide a quality, enriched and integrated curriculum based on the school’s charter
- Provide a quality, enriched and integrated curriculum that responds to the needs of English Language Learners, students with special needs, students identified “at risk” and Gifted and Talented students
- Integrate technology to enhance curriculum
- Comply with Individual Education Plans (IEP)
- Provide continual assessment of student progress and to maintain records of such progress
- Monitor and adjust classroom lessons to meet the changing needs of students
- Provide an effective room environment that reflects and facilitates the academic program
- Continue to work on professional growth
- Provide ongoing and open communication with parents
- Be an active participant in at least one aspect of school governance
All classroom teachers will be highly qualified and have the appropriate credential issued by the State Commission on Teacher Credentialing for his/her teaching assignment. LAUSD will monitor and hold all teaching credentials and notify administration of any impending renewal requirements in a timely manner. Encino shall continue to use substitute teachers through LAUSD under current procedures.

**Plant Managers, Cafeteria Managers and Custodians**

Classified positions need to be filled in accordance with Personnel Commission rules, hiring list, rehiring list, etc. Plant managers and custodians are employees of LAUSD. When a vacancy occurs, the Encino Leadership Council shall nominate a committee to interview candidates provided by LAUSD. Plant managers and custodians will perform maintenance and operations for the school site to ensure that the school is maintained and operated appropriately. The plant manager will be responsible for work schedules and procedures as provided for in the collective bargaining agreement. The plant manager will participate in LAUSD and Local District monthly meetings.

**School Administrative Assistants and Office Technicians**

SAA and Office Tech personnel are employees of LAUSD. When a vacancy occurs, the Encino Leadership Council shall nominate a committee to interview candidates in accordance to district and personnel commission policies. The selection committee will interview the candidates and notify LAUSD of the acceptance of a candidate for employment at Encino. The SAA and Office Technicians will be responsible for duties as determined by the school principal as well as duties described in the collective bargaining agreement.

**Other Staff**

Encino may from time to time require Instructional Assistants (IA) or Teaching Assistants (TA) or other staff such as Supervision Aides when budget conditions are favorable. All instructional aides will be selected in accordance to district and personnel commission policies. All instructional aide employees will meet NCLB guidelines and be under the direct supervision of a classroom teacher with duties assigned to them by the classroom teacher and the administration. Teaching Assistants must meet all LAUSD educational and employments requirements. Encino recognizes that the library assistant position is a unique opportunity to enhance our curriculum and that the librarian is a major part of the Encino program. Consequently, Encino will select our
own librarian according to District and personnel commission policies. The library aide position is a LAUSD position; therefore, Encino will follow the appropriate collective bargaining agreement for the library aide position.

From time to time, Encino may submit a Request for Personnel Action for professional experts or Limited Contract Teachers to provide necessary support for our instructional programs. These requests must be reviewed and approved by the Encino Leadership Council and appropriate paperwork will be submitted for processing through LAUSD. Encino may utilize categorical block grant funds for these requests.

All employees will be evaluated according to the collective bargaining agreements for each bargaining unit. Teacher assistants and instructional aides will be evaluated yearly using the LAUSD evaluation form. All classified staff will be evaluated in accordance with the collective bargaining agreement for each respective unit. Special education assistants will be evaluated by the principal or assistant principal on a yearly basis using the LAUSD standard evaluation form. Teachers can be exempt from the STULL evaluation process as determined by the UTLA contract and the school site administrator, typically an extension of up to 5 years can be mutually agreed upon. Administrators will be evaluated by the Local District Superintendent or designee.

Selection of Day-to-Day Substitutes

The Encino Elementary Charter School will establish and maintain a list of qualified District-approved substitutes who will be contacted as needed. All substitute teachers will be credentialed teachers.

Independent Contractors

Such independent Contractors, as may be hired by, Encino Elementary Charter or by our 501-3c, the E-Team, shall be subject to the same requirements as District employees.

The Charter will verify:

- Medical Clearance: Proof of medical exam-TB testing.
- Fingerprinting. Applicant will submit prints that will be forwarded to the appropriate agencies for criminal record check prior to employment in a manner consistent with applicable state law.
- Check for employment eligibility, including authorization to work in the United States, and require completion of a child abuse class.
Parent Volunteers

The developers of the Encino Charter Elementary School recognize that it will not succeed without relying upon the community and its resources. To achieve its goal of creating a superior learning environment in which students can succeed academically far beyond conventional expectations, there must be an unprecedented level of community ownership of the school: local residents, business people, community leaders and especially parents. They must be deeply involved in setting school policy and supporting school programs. To best meet the needs of the students, families, and community, the Encino Charter Elementary School will continue partnerships with many institutions. The school’s primary partnerships are with the local community, the E-Team and a number of other community groups and agencies. The strengths and resources of these institutions will greatly enhance the quality and variety of programs at the Encino Charter Elementary School, improving the School’s ability to positively impact the students and community now and in the years to come.

Accountability

Good performance will be acknowledged, rewarded, and replicated if possible. Fair and poor performance will be immediately acknowledged and corrected. Performance measures to assist in evaluation follow:

Teachers

- Certificated personnel will continue to be evaluated by the STULL process as agreed to by UTLA and District guidelines
- Student progress;
  - Annual pre- and post-publisher’s tests measuring reading levels will reflect a minimum 1.0 grade level increase for at least 75% of the students.
  - District-sponsored test scores will show an average one percentile point increase from the previous year.
  - Other measures as developed by the school.
- Completion of required job duties
- Ongoing professional development in best educational practices.

Initial sub-standard STULL evaluation by principal will result in additional assistance and guidance from the administrative staff which may include:

- Establishment of goals and objectives for growth through collaboration with the principal.
- Observation(s) by the principal indicating the progress of goals and implementation of objectives.
o Post-evaluation conference(s).
o Partner/Peer coaching.

Administrator(s)

o Will continue to be evaluated by LAUSD guidelines
o The governing board of the Charter will annually evaluate and give recommendations regarding the administration based on:
  o Business practices
  o Balanced budget
  o New financial resources
  o Instructional program
  o Achievement of educational outcomes (in Elements 2 and 3)
  o Parental/community involvement
  o Completion of other required job duties

The administrator(s) may be removed after two-thirds majority vote at a Charter Governance Council meeting and a majority vote at a LAUSD Board meeting, with both meetings occurring within a period of thirty (30) days.

Classified and Other Personnel

Evaluation will be based upon adequate completion of assigned job duties and regular, punctual attendance as determined by the Staff Selection Sub-committee or administration. These measured will be evaluated annually and upgraded as necessary.

Salary Schedule

The Encino Charter Elementary School will adhere to all collective bargaining agreements signed by LAUSD in establishing staff compensation.

Work Basis

Each staff member will work the number of days designated in his/her specific collective bargaining agreement.

Method for Reporting Alleged Improprieties

Current methods for reporting child abuse, acts of violence, and other improprieties will be followed as mandated by district guidelines, federal and state law, and local agencies.
Due Process

All staff members will have due process rights, as spelled out in collective bargaining agreements, which include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing if necessary.
- Right to binding arbitration conducted by a paid arbitrator.

Benefits

Mandatory Benefits for all Staff Members:

The Encino Charter Elementary School will provide the following benefits as applicable through Los Angeles Unified School District:

- Workers Compensation.
- Unemployment Insurance Medicare.
- Social Security (for non-STRS/PERS members) or other appropriate retirement plan mutually negotiated by employee and employer, as allowed by state and federal law.
Element 6 - Health and Safety

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

Encino Charter Elementary School will occupy the LAUSD facility/property at:
16941 Addison St.
Encino, CA 91316

As an affiliated charter school, Encino Charter Elementary School will comply with all LAUSD policies and procedures to guarantee the health and safety of pupils and staff, including but not limited to, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils’ vision and hearing and screening of pupils for scoliosis. Through LAUSD, Encino will maintain all insurance, liability, and compensatory coverage. While operating as an affiliated charter with the Los Angeles Unified School District, Encino shall continue to be covered under the self insurance and property coverage program of the LAUSD as provided to all other schools in the Los Angeles Unified School District. Encino will comply with all other regulations, such as fire and safety codes, as required by the federal, state, county, and city laws. *In the event that Encino Charter Elementary School changes its status to independent charter school during the term of this Charter, Encino shall submit a petition for material revision for District’s approval including provisions for insurance and indemnification for independent charter schools pursuant to District requirements. (LAUSD required language)

Evidence of Insurance

Encino shall follow all policies of the Risk Management Division of the Los Angeles Unified School District. All policies will be held and maintained by the LAUSD Office or Risk Management and Insurance Services. Coverage shall be provided to the affiliated charter school by the District under any of the District’s self-insured programs or commercial insurance policies. The District shall secure and maintain insurance, to protect Encino Charter Elementary School from claims which may arise from its operations, as provided to all other schools in the Los Angeles Unified School District.

It shall be the LAUSD’s responsibility to monitor the Charter School vendors, contractors, partners, or sponsors for compliance with the insurance requirements for third parties. Encino shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners or sponsors. In accordance with LAUSD policy and practice, Encino will work with the office of Risk Management and the Leasing and Asset Management Office to secure all necessary insurance and other documents when hosting special events or when an outside party plans to use this LAUSD facility. Through LAUSD, Encino will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other
applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance. Encino will be subject to regular safe school inspections by the LAUSD Office of Environmental Health and Safety and work to correct any corrective action notices in a timely manner. Encino will also undergo regular SARC inspections by the Complex Project Manager and will work to remedy any corrective actions in a timely manner. Encino will complete the Safe School Plan each year, file such plan with OEHS and have the plan readily available for inspection. Staff will be trained on the Safe School Plan on an annual basis. Encino will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District's procedures.

As an affiliated charter school, LAUSD will continue to provide services to maintain this facility and keep it in a condition conducive to a safe learning environment. Services would include regular and deferred maintenance, repair of equipment, trash removal, fire alarms, security systems, pest control, lawn and garden maintenance, asbestos management, response to trouble calls, locksmith services, plumbing services, carpenter services, school police services and other cleaning services. These services will extend into the food services area.

Health and Safety Procedures

As part of the processing for employment, LAUSD and Encino will require that each school employee furnish a criminal record summary as described in Education Code section 44237. Employees will also submit to a fingerprint test. These inquiries should be requested at the time of initial employment with LAUSD and kept on file with the employee’s record. As an affiliated charter school, returning administrators, teachers and other LAUSD employees should not have to undergo background checks or criminal record statements any more than a typical LAUSD employee would have to submit to. TB tests and updates will be maintained by LAUSD. LAUSD will continue to provide employees of Encino timely notices of routine and mandatory TB requirements.

All employees will update their understanding of Child Abuse Reporting Procedures and Laws on a yearly basis. The LAUSD will provide the opportunity for this training through the Learning Zone. The principal of Encino will ensure that all employees fulfill the yearly requirement and renewal procedure and understand their role as mandated reporters. All employees are mandated reporters of suspected child abuse/neglect. As such, all reporters with knowledge of or suspicion of child abuse/neglect call the appropriate law enforcement department or the Department of Children and Family Services immediately or as soon as practically possible within 36 hours of receiving the information concerning the incident. Mandated reporters inform the Principal that a report has been made.

LAUSD will monitor staff TB clearances and send notification for updates in a timely manner. Encino Charter Elementary School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times. All student records
are kept in a separate secured location. Access to student records is available to designated staff members. Student records when reviewed by appropriate LAUSD personnel must be signed out and a record kept as to who has viewed the records and why they have viewed them. Pupil records are available for review to the parent or legal guardian only.

All students will submit an immunization record upon enrollment. Immunizations will be entered into the SIS and maintained by both the school nurse and Encino office personnel. The LAUSD provided school nurse will submit all immunization reports to LAUSD nursing department.

The E-Watch Committee, a parent volunteer group, helps to ensure the safety of Encino students by their ongoing participation in supervisory duties. This is evidenced by rotating additional yard personnel. This group also addresses car pool drop-off safety, assuring that all classrooms have adequate emergency supplies, and providing CPR and first aid training for staff.

The school principal will conduct and certify in accordance with LAUSD timelines that the following required actions and activities have been completed in accordance with District nondiscrimination and safety mandates, policies, and procedures:

- Anti-bullying Policy
- Child Abuse Reporting Procedures
- Code of Conduct with Students
- Crisis Team Policies
- Ethics Policies
- Hate-Motivated incidents/Hate Crimes Policy
- Injury and Illness Prevention Program Requirements
- Safe School Planning Mandates
- Section 504 and Students/Other Individuals with Disabilities
- Sexual Harassment – Employees Policies and Procedures
- Sexual Harassment – Students Policies and Procedures
- Threat Assessment Policies
- Title IX Policy/Complaint Procedures
- Uniform Complaint Procedures (UCP)
ELEMENT 7 – 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)

Encino has elected to become an affiliated charter school recognizing that the needs of the students at Encino are different than those of a “typical” LAUSD student, but yet recognizing the value in continuing with the District to mutually benefit by shared professional development and to act as a model for reform for other LAUSD schools as well as to provide an alternative setting for parents looking beyond their home school. By remaining with the District as an affiliated charter, Encino will better be able to offer admission to students from outside the traditional attendance area. Encino also allows for “Open Enrollment” and conducts a lottery for any interested students wanting to gain admittance.

Encino conducts tours three times per year (November, February and April) open to all parents interested in the school and what it offers. During a tour, prospective parents learn about the Encino program, the parent organization, and after school opportunities. These tours are advertised on our website, at local preschools, on our Marquee sign and through Encino Patch the online newspaper for our area. The most significant way we recruit minority students is by virtue of our reputation. Minority parents whose children have attended Encino are a great community resource in attracting potential enrollees by sharing their educational experiences at Encino. Spanish speaking school site personnel help to translate information for Spanish speaking families.

Court-ordered Integration

The 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Charter School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30, or 30:70, 60:40 or 40:60 ratio.

Encino shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to
certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.
ELEMENT 8 – ADMISSION REQUIREMENTS

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

Encino shall not discriminate against any student on the basis of disability, gender, 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. Encino will be non-sectarian in programs, admission policies, employment practices and other school operations. Tuition will not be charged for students attending Encino. Encino will not require any child to attend this Charter School nor hold any employee as mandated to work at this Charter School.

Encino is a neighborhood school lying within the boundaries of the Los Angeles Unified School District. Preference is provided for students residing in the LAUSD created attendance area as they are eligible to attend Encino as a neighborhood student. As Encino is an SAS School (School for Advanced Studies), enrollment preference will be given to those students who meet the LAUSD qualifications for admission to an SAS program. In the past Encino has enrolled students through the Open Enrollment process when space was available. Per LAUSD policy, siblings of students currently attending Encino Elementary on an Open Enrollment Permit are eligible for admission on a space available basis. Parents interested in sending their children to Encino who live outside of the district designated attendance boundary are eligible to submit an application for a random public drawing. Lottery applications will be available and would need to be returned by specified dates.

The lottery process for admission to Encino will be fairly executed with designated public drawing of applications. This drawing will be completed where any interested party may elect to attend. The date, time, location and method of this drawing will be printed on the application procedure. On the designated drawing date, a committee designated by the Leadership Council will select the names of the candidates drawn. Parents of lottery applicants will be notified immediately of their standing as either admitted or placement on the waiting list. The number of random applications will be determined or based upon Fall enrollment projections provided by the LAUSD office of statistics and demographics. A waiting list will be completed when the number of applications exceeds the number of available positions at each grade level. The waiting list will prioritize candidates according to the order in which they were drawn during the random drawing.

Encino strives to maintain its 52% white, 48% minority make up in student population. Participation in the lottery, when available, assists us in reaching for that goal.
**McKinney-Vento Homeless Assistance Act**

The Charter School will 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.
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)

Categorical Funds

Encino shall have control over the budgeting and expenditure of its categorical block grant funds, including, but not limited to, the right to maintain such funds and/or establish reserves for carry over for future school year expenditures.

As an affiliated charter, Encino shall receive a portion of categorical block grant funding, from the District, as part of the Targeted Instructional Improvement Grant, which is and will be used to support class size reduction for schools identified as Desegregated Receiver and Predominantly Hispanic Black Asian and Other (PHBAO).

Encino must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or PHBAO).

The Charter School will oversee the receipt and management of the categorical block grant and other fund allocations, and shall adhere to generally accepted accounting principles. Encino may also be subject to audits to verify the accuracy of the school’s financial statements and the books and records relating to its expenditures, as well as its attendance records, accounting practices and internal controls.

Timing for Distribution of Categorical Block Grant Funds

Except as provided above, the District will continue to partially front-fund the categorical block grant allocation to the Charter School. The categorical block grant is subject to adjustment in funding levels and deferrals on the part of the California Department of Education. Consequently, allocations from the categorical block grant to the Charter School may also be subject to adjustment in funding levels and deferrals. In addition, Encino may also be subject to District “freezes” in a manner consistent with other District schools.

Other Sources of Funds

The District shall retain general purpose entitlement funds and any other state or federal funding, with the exception of grants separately applied for and received by the Charter School, to maintain the Charter School in accordance with their annually adopted budget and consistent with staffing norms and support at the District norm levels.
Funding from the Charter School will be used to enable the school to receive norm levels at the PBHAO or desegregated receiver level, as appropriate.

**Administrative Fees**

The District will retain an administrative fee from the categorical block grant to cover part of oversight costs. This administrative fee is approximately 2 percent of the categorical block grant.

**Payment for Other Services**

Services for programs funded through the categorical block grant, such as assessments for the GATE program, will be separately charged to the Charter School. In addition, it will be the responsibility of the Charter School, from site based discretionary resources, to pay for any different or additional level of service above the norm provided to District schools generally. The District shall, upon request, provide a listing of the costs of providing such services.

**Documentation**

Encino Charter Elementary School’s financial reports shall remain a part of the District’s singe report to the Los Angeles County Office of Education or other regulatory body, as applicable. Encino shall prepare and submit all required financial data and reports for inclusion in the District’s report.

**Per-Pupil Budgeting**

Where possible, Encino will have the ability to implement the District’s per-pupil budgeting model.

*Audit and Inspection of Records* *(LAUSD required language)*

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.
Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

The Charter School will develop and maintain internal fiscal control policies governing all financial activities.
ELEMENT 10 – STUDENT SUSPENSIONS

AND EXPULSIONS

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

As an affiliated charter school of the Los Angeles Unified School District, Encino will follow all discipline proceedings established by the District. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement and services as required by law. Any provisions in this charter petition or Encino’s discipline process that conflict with LAUSD discipline policy and procedures, state and federal laws shall be null and void.

Encino shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.¹ The Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Encino implements consistent, positive behavior support. Utilizing personal responsibility, accountability and reflection, students learn to monitor their own actions and decisions. To reinforce scholarly behavior, parents, students and teachers sign a yearly Encino Three Way Pledge, based on a shared set of expectations. All students are expected to:

- Be Safe
- Be Responsible
- Be Respectful

Specific behavioral expectations are posted in all classrooms and throughout the school. The principles are reinforced and practiced by all school staff, students, and parents. Student intervention begins in the classroom, with accommodations, re-teaching of behavioral expectations, positive reinforcement, and clear expectations.

¹ BUL-4655 Expulsion Of Students - Policy and Procedures, BUL-3819 Guidelines for Student Suspension
Additional intervention includes office referrals, counseling with the principal, mentoring, parent conferences, adjustments of IEP (including the Behavior Support Plan), and review of 504 accommodations prior to any suspension in line with District’s policy and procedure.

Encino will follow Education Code and District policy when a suspension or expulsion is necessary. If a child requires recess restriction, they will be under the supervision of a teacher EC 44807.5. When a teacher recommends classroom suspension, the child must have committed an act described in EC48900. The student in question may be removed from class for the day of suspension plus the following day. This student must be referred to the Principal or designee and must be placed in a supervised location that is not another regular classroom. Teachers may also ask parents to attend class, EC48900.1. A teacher may require the completion of tests and assignments missed during the period of suspension.

Suspension is preceded by an informal conference with the student unless an emergency situation exists, in which case, the conference will be held within 2 days of suspension. The student and parents/guardians/caregivers will be informed of the reasons for discipline and the evidence and shall be given the opportunity to explain or to present a defense. Written parent notification will follow the suspension and parents will meet with the principal in a conference regarding the student’s behavior (see below, Administrator’s Role in Suspension/Expulsion). Students at Encino will not be suspended unless other means of correction fail to bring about proper conduct. Grounds for suspension include any act listed under E.C. Sections 48900, 48900.3, 48900.4, 48900.7 or 48915. Suspensions for offenses described in EC Section 48915 (c)(1) through (c)(5) require immediate suspension from school, and immediate recommendation for expulsion if it is determined that the pupil had committed the act at school or at a school activity off school grounds.

A student may be suspended for up to no more than five consecutive school days. Suspensions shall not exceed 20 days in any school year unless the student is transferred to another school or program for adjustment purposes, in which case the number of days of suspension may be increased by 10, making the total number of suspension days from school in any school year 30. Every attempt, however, shall be made to address student misconduct by implementing interventions and alternatives to suspension. Students are subject to suspension or expulsion for offenses occurring:

- while on school grounds
- while going to or coming from school
- during the lunch period, while on or off campus
- during, or while going to, or coming from, a school-sponsored event
Rules and Procedures for Suspension and Expulsion

The procedures for suspension and expulsion from school will follow the procedures identified by LAUSD and in the California Education Code, Section 48900. Identified infractions may result in immediate suspension or expulsion per LAUSD policy and the California ED. Code Section 47605 (b)(5)(j) and in accordance with California Education Code, Sections 48900 et seq. and 48915 as well as the federal Gun-Free Schools Act of 1994. Procedures leading up to suspension will be progressive in severity and involve the active participation of students, teachers, the administrator, a classified employee and parents. Teachers may suspend students from their classrooms as per LAUSD/UTLA negotiated policy. Student expulsion recommendations from Encino will be referred to the Student Discipline Proceedings Unit of the LAUSD for processing and disposition and notification.

Grounds for Suspension/Expulsion

In accordance with E.C. Section 48915, the principal shall immediately suspend and recommend a student’s expulsion if he or she determines that the student committed any of the following acts at school or at a school activity off school grounds:

- possessing, selling, or furnishing a firearm
- brandishing a knife at another person
- unlawfully selling a controlled substance
- committing or attempting to commit a sexual assault or committing a sexual battery
- possession of an explosive

NOTE: An employee of the school district must verify the student’s possession of the firearm and the principal must confirm that the student was in knowing possession of the firearm.

The principal shall recommend a student’s expulsion if he or she determines that the student committed one or more of the following acts at school or at a school activity off school grounds unless the principal also determines that expulsion is inappropriate due to the particular circumstance:

- caused, attempted to cause, or threatened to cause physical injury to another person
- willfully used force or violence upon the person of another, except in self-defense
possessed, sold, or otherwise furnished a firearm, knife, explosive, or other
dangerous object unless, in the case of possession of any object of this type, the
pupil had obtained written permission to posses the item from a certificated
school employee, which is concurred in by the principal/designee
unlawfully possessed, used, sold, or otherwise furnished, or been under the
influence of, any controlled substance listed in Chapter 2 (commencing with
Section 11053) of Division 10 of the Health and Safety Code, an alcoholic
beverage, or an intoxicant of any kind
committed or attempted to commit robbery or extortion
caused or attempted to cause damage to school property or private property
stole or attempted to steal school property or private property
possessed or used tobacco, or any products containing tobacco or nicotine
products, including but not limited to, cigarettes, cigars, miniature cigars, clove
cigarettes, smokeless tobacco, snuff, chew packets, and betel
However, this section does not prohibit use or possession by a pupil of his or
her own prescription products.
committed an obscene act or engaged in habitual profanity or vulgarity
unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any
drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
disrupted school activities or otherwise willfully defied the valid authority of
supervisors, teachers, administrators, school officials, or other school personnel
engaged in the performance of their duties
knowingly received stolen school property or private property
possessed an imitation firearm
As used in this section, “imitation firearm” means a replica of a firearm that is
so substantially similar in physical properties to an existing firearm as to lead
a reasonable person to conclude that the replica is a firearm.
committed or attempted to commit a sexual assault as defined in Section 261,
266c, 288, 288a, or 289 of the Penal Code or committed a sexual battery as
defined in Section 243.4 of the Penal Code
harassed, threatened, or intimidated a pupil who is a complaining witness or a
witness in a school disciplinary proceeding for the purpose of either preventing
that pupil from being a witness or retaliating against that pupil for being a
witness, or both
unlawfully offered, arrange to sell, negotiated to sell, or sold the prescription drug
Soma
engaged in, or attempted to engage in, hazing as defined in Section 32050
aided or abetted the infliction or attempted infliction of physical injury to another
person (suspension only)
committed sexual harassment, as defined in California Education Code Section
212.5
For the purposes of this chapter, the conduct described in Section 212.5 must
be considered by a reasonable person of the same gender as the victim to be
sufficiently severe or pervasive to have a negative impact upon the
individual’s academic performance or to create an intimidating, hostile, or
offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

- caused, attempted to cause, threatened to cause, or participated in an act of violence, as defined in subdivision (e) of Section 233
  - This applies to pupils in grades 4 to 12, inclusive.
- intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and having invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment
  - This applies to pupils in grades 4 to 12, inclusive.
- made terrorist threats against school officials or school property, or both

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**Due Process Rights for Students Prior to Suspension or Expulsion**

Encino shall adopt the policies of LAUSD regarding suspension and expulsion of students as set forth in California Education Code, Section 48900 et seq., and the federal Gun-Free School Act of 1994, and the bargaining agreement between UTLA and LAUSD. Students and their families are notified of their rights in the Parent Student Handbook given out at the beginning of each year. All students, including students who reside outside of the LAUSD area, will be subject to these policies.

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**Administrator's Role in Suspension/Expulsion**

If suspension is necessary, the principal shall notify the parent, remind the parent that suspension is a disciplinary action and schedule a parent conference. The principal shall inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child’s behavior. No student shall be penalized for his or her parent’s failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent at the school conference (E.C. section 48911).

The principal may suspend a student without affording him/her an informal conference only if an emergency situation exists. The term “emergency situation” means that the principal has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended from school without the conference, the designated administrator shall notify both the parent and the student of their right to a conference and of their right to return to school for that purpose. The conference shall be held at the earliest time possible,
but no later than two school days after the incident takes place unless the student waives this right or is physically unable to attend. In the latter instance, the conference shall be held as soon as the student is able to attend.

Suspension Appeal Procedures

The principal is to advise the parents of the appeal procedures when they disagree with the suspension. The appeal may first be made to the school principal (not designee). If the parents wish to appeal the principal’s decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference shall be arranged as soon as possible following the parents’ request; during the period of appeal, the suspension remains in effect for the length of time designated. The results of the appeal may include, but are not limited to:

- sustaining the suspension in all respects
- modification of penalties imposed
- rescinding the suspension and expunging the suspension from the student’s records

The parents shall be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision shall be included in the student’s discipline records if the parents so request.

Expulsion Procedure

Only the Principal of Encino Charter Elementary School can recommend that a pupil be expelled.

Whenever a student is accused of an act for which an expulsion may be recommended, the principal will conduct an incident investigation by 1) discussing the matter with district officials, 2) identifying and interviewing witnesses, 3) securing oral and written statements, and 4) reviewing appropriate student records.

The administrator will also notify law enforcement if certain acts have been committed by the student, including assault with a deadly weapon, possession of narcotics or controlled substances, possession of a weapon at school. The principal will then consult with the Student Discipline Proceedings Unit of LAUSD regarding the appropriateness of an expulsion, and additionally consult with his/her administrative supervisor. If expulsion is recommended the Principal will conduct any necessary
conferences and forward all information to the Discipline Unit in accordance with District policy.

The LAUSD Student Discipline Proceedings Unit is charged with ensuring that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights. A student may be expelled without suspended enforcement and therefore not be allowed to attend any LAUSD school or program during the term of expulsion.

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the LAUSD Discipline Unit at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the LAUSD Board to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil’s readmission is also contingent upon the capacity of the Charter School at the time the pupil seeks readmission.

Therefore, in the event that a student requires expulsion, Encino will work with LAUSD and consider BUL-4655, March 13, 2009 as the guiding practice for expulsion. Encino will notify the Local District Superintendent of any potential expulsion case and provide the LD Superintendent with a copy of the case file for review. It will be the Local District Superintendent that will review the case and prepare the recommendation to expel the student. Encino will cooperate fully as indicated above with LAUSD in preparing the file for student expulsion and participate and cooperate with the Board decision on the plan for rehabilitation.

Whenever a suspension occurs, the principal is to advise the parents of the appeal procedures when they disagree with the suspension or recommendation. The appeal may first be made to the principal. If the parents wish to appeal the principal’s decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference shall be arranged as soon as possible following the parents’ request; during the period of appeal, the suspension remains in effect for the length of time designated. The parent shall be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision shall be included in the student’s discipline records if the parents so request.
Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

Rehabilitation Plans

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Los Angeles City Board of Education at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission.

The Charter School shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for readmission. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period whether the student seeks readmission or not.

Special Education Discipline

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the 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 the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter 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’s failure to implement the 504 Plan?

Gun free Schools Act

Encino shall comply with the federal Gun Free Schools Act.
ELEMENT 11 – EMPLOYEE BENEFITS

“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)

All certificated, classified and administrative staff of Encino are employed by the Los Angeles Unified School District. All certificated and classified employees of the Los Angeles Unified School District participate in the retirement system associated with their bargaining unit and as such all are administered by the LAUSD. Encino and the employees shall have all the rights and privileges as any similar employees of an elementary school within the jurisdiction of LAUSD.

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

As LAUSD employees, administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.
ELEMENT 12 – 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)

Pupils that choose not to attend Encino Charter Elementary School, a neighborhood school, may choose to attend other public schools in the LAUSD or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

Each pupil enrolled in the Charter School has no right to admission in a non-charter District school as a consequence of charter school enrollment except to the extent that such a right is extended by the District.
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)

Encino Charter Elementary School and LAUSD will abide by the Collective Bargaining Agreement in place between school employees and LAUSD.

Procedures for Dealing with Staff Issues

As an affiliated charter school, all administrators, faculty and staff of the Charter School are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units

Encino shall abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99, CSEA, Teamsters, other collective bargaining units and LAUSD. Staff are subject to District decisions regarding reduction in force and layoffs.

As an affiliated school the District determines the process by which salaries, benefits, working conditions, and items, i.e., calendars, holidays, vacations, workday and year.

All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements.

- If the school closes, rights of employees are governed by District policy and applicable collective bargaining agreements.
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)

The staff of Encino Charter Elementary School and LAUSD Board of Education agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Encino, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and Encino shall be resolved in accordance with the procedures set forth below:

1. 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 other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

   To Charter School:        Encino Charter Elementary School
                               c/o School Principal
                               16941 Addison Street
                               Encino, CA 91316

   To Director of Charter Schools: Director of Charter Schools
                                    Los Angeles Unified School District
                                    333 South Beaudry Avenue, 25th Floor
                                    Los Angeles, California 90017
2. A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference 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 the other party. 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 date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by 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 Local District.
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 the purposes of the Educational Employment Relations Act (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 of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

All classified, certificated and administrative employees of Encino Charter Elementary School will be employees of the Los Angeles Unified School District and will therefore be members of the associated unions and represented by the collective bargaining agreements for each respective unit.
ELEMENT 16 – CHARTER SCHOOL CLOSURE

“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)

Encino Charter Elementary School reverts back to a District traditional school in the event of a closure.

Revocation

The District may revoke the charter if Encino 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 provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Charter School in writing of the specific violation, and give the 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.

Charter Renewal

Encino must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.
*Closure Procedures (LAUSD required language)*

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School governing council votes to close the school; or the Charter lapses. In the event of such a Closure Action, or as soon as Charter School informs the District of its intent to voluntarily close, the following steps are to be implemented:

1. If the affiliated Charter School’s governing council voluntarily closes the Charter School, the LAUSD Board of Education will hold a public meeting officially closing the Charter School. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.

2. The Innovation and Charter Schools Division will notify the California Department of Education that Encino has closed and the effective date.

3. Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.

4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing.

5. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.

6. Written notification to parents/guardians/caregivers of the enrolled students of the Charter School will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of closure.

   a. The process for transferring student records shall be in accordance with LAUSD procedures.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Encino’s right to operate as a Charter School or cause Encino to cease operation.
*Facilities*

Encino is an affiliated Charter School with LAUSD and uses LAUSD facilities on a yearly basis. Encino will not move or expand to another facility during the term of this charter. Encino will not open in any location other the present location, an LAUSD owned property, at 16941 Addison Street, Encino, CA 91316.

Charter Petitioner or Developer (affiliated charter): Encino Charter Elementary School

Charter Management Organization: N/A

Petitioner’s Mailing Address: 14961 Addison Street
Encino, CA 91316

Proposed Charter School Location: Same as above

LAUSD Attendance Area: Local District 1

Proposed Charter School to be located within the boundaries of LAUSD: Yes

In the event that Encino changes its status to independent charter school, during the term of this Charter, Encino shall submit a petition for material revision for District’s approval. Encino shall meet all requirements of an independent charter that occupies LAUSD facilities; Encino shall enter into facilities use agreement with the District and adhere to District guidelines including:

☐ Proposed Charter School Location ____________________________

☐ Names of District school sites near proposed location

☐ Proposed Charter School to be located within the boundaries of LAUSD.

District-Owned Facilities

If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.
Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American red Cross and public agencies as emergency locations which may disrupt or prevent Encino Charter Elementary School from conducting its educational programs. If Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

As a condition to the approval of the charter petition, Encino Charter Elementary school will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities.

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
  1. **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  2. **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
ii. **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

iii. **3+-- arrangement** regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility Status**

The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed Charter School facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.
**Occupancy of the Site**

The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety**

The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm)

**Asbestos Management**

The Charter School will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.