Woodlake Elementary Community Charter

LAUSD Charter Petition

2012 - 2018
Table of Contents

Table of Contents ........................................................................................................................................... 2
Letter of Intent .................................................................................................................................................. 7
Charter Briefing Page ....................................................................................................................................... 8
  Endorsements ............................................................................................................................................... 9
  The Charter Agreement/Contract ................................................................................................................ 9
Charter Schools Guidelines Checklist – Initial Screening ............................................................................. 11
Introduction ................................................................................................................................................... 21
  Purpose ...................................................................................................................................................... 21
  Goals of Woodlake Elementary Community Charter ........................................................................... 21
  Woodlake Elementary Community Charter and Its Community ........................................................... 22
  School Profile Description ......................................................................................................................... 22
  Woodlake Elementary Community Charter Events ............................................................................. 25
  Affirmations and Assurances .................................................................................................................... 26
  Demographic Information for Prospective Site (Surrounding Schools Data) ........................................... 27
Element 1 – The Educational Program ........................................................................................................ 28
  School Information ..................................................................................................................................... 28
  Mission and Vision .................................................................................................................................... 29
  School Vision ........................................................................................................................................... 29
  A 21st Century Education .......................................................................................................................... 29
  How Learning Best Occurs ....................................................................................................................... 30
  Cultivating Life Skills ............................................................................................................................... 31
  A Typical Day at Woodlake Elementary Community Charter ............................................................... 31
    Welcome to Woodlake Elementary Community Charter .................................................................. 32
  The Bell Schedule ..................................................................................................................................... 35
  Typical School Calendar ............................................................................................................................. 36
Proposed Instructional Program .................................................................................................................... 37
  Framework and Teaching Methodologies ................................................................................................. 37
  Research Basis for the Instructional Program ............................................................................................ 37
  Teaching Methodologies ............................................................................................................................. 38
  Delineation of Core Subjects .................................................................................................................... 39
  English Language Arts ............................................................................................................................... 39
Mathematics ......................................................................................................................... 40
Science ................................................................................................................................. 40
Social Studies ......................................................................................................................... 41
Technology .......................................................................................................................... 41
Health and Movement ......................................................................................................... 42
Visual Arts ............................................................................................................................. 42
Music ..................................................................................................................................... 43
Art - Touch of Art Program ................................................................................................. 43

Addressing the California Content Standards ................................................................. 46
Textbooks and Other Instructional Resources to Be Used ................................................ 47
Daily Schedules by Grade Level .......................................................................................... 47
Kindergarten Typical Day ..................................................................................................... 47
1st Grade Typical Day ........................................................................................................... 49
2nd Grade Typical Day ......................................................................................................... 51
3rd Grade Typical Day ......................................................................................................... 53
4th Grade Typical Day ......................................................................................................... 55
5th Grade Typical Day ......................................................................................................... 56
Recruiting Qualified Teachers ............................................................................................ 58
Ongoing Professional Development ..................................................................................... 58
Evidence of Success with the Charter’s Targeted Population ............................................. 58
Meeting Needs of Specific Populations ............................................................................... 59
   English Language Learners ............................................................................................ 59
   Socioeconomically Disadvantaged .................................................................................. 59
   Gifted and Talented ......................................................................................................... 60
   Low Achieving Students ................................................................................................. 60
   Special Education Program ............................................................................................ 61
*Modified Consent Decree Requirements* .......................................................................... 61
Conversion Affiliated Charter .............................................................................................. 62
Charter School Special Education Responsibilities ............................................................. 62
Procedural Safeguards/Due Process Hearings ..................................................................... 64
Complaints ............................................................................................................................ 64
Funding of Special Education ............................................................................................. 65
District Responsibilities Relating to Charter School Special Education Program ............... 65
Element 2 – Measureable Student Outcomes ..................................................................... 66
   Academic Performance Index/Adequate Yearly Progress/CST Scores .......................... 66
   API Base-Growth Comparison with the District and State ............................................. 67
Desired Outcome of the School’s Instructional Program ......................................................... 68
Methods for Assessing Attainment of Student Outcomes .......................................................... 69
Specific and Realistic Achievement Targets ............................................................................. 73
Student Attendance .................................................................................................................. 74

  Attendance Requirements .................................................................................................... 74
Performance Meter ................................................................................................................ 75

Element 3 – The Method by Which Student Outcomes Will be Measured ................................ 77
Goals of the Program for the Next Five Years ....................................................................... 77
Frequency & Methods by Which Students are Assessed .......................................................... 78
Periodic Assessments .............................................................................................................. 78
In-house Benchmark Assessments .......................................................................................... 79
Testing ...................................................................................................................................... 79
How Data Will Be Used .......................................................................................................... 79
Identification of Grading Policy ............................................................................................... 80

Element 4 – Governance ........................................................................................................ 81
Petition for Affiliated Charter Status ...................................................................................... 81
Woodlake Elementary Community Charter Governance Council ........................................... 81
Process That Ensures Staff, Student and Other Stakeholder Involvement ............................... 82
Methods by Which Schools Consult with Parents and Teachers Regarding the School’s Educational Programs ........................................ 82
  School Governance ............................................................................................................ 82
  Additional Parent Involvement Opportunities ................................................................... 82
Decision-making Process and Organizational Chart ............................................................... 83
Compliance with All Laws Relating to Public Agencies in General, All Federal Laws and Regulations and State Codes ............................................................... 83
Woodlake Elementary Community Charter’s Relationship with District and County ........... 84
Process for Amendments to Charter ..................................................................................... 84
Articles of Incorporation and Bylaws of Nonprofit Corporation ............................................ 84
Selection Process of Council Members and Relevant Governance Council .......................... 84
  Executive Committee ......................................................................................................... 84
  Role of Committees ........................................................................................................... 85
Grievance Procedure for Parents and Students ..................................................................... 85
LAUSD Charter Policy ............................................................................................................ 85
Responding to Inquiries ......................................................................................................... 86
*Notifications* ....................................................................................................................... 86

Element 5 – Employee Qualifications .................................................................................... 87
Personnel ................................................................................................................................. 87
Element 13 – Rights Of District Employees ................................................................. 105

Procedures for Dealing with Staff Issues ............................................................... 105

Element 14 – Dispute Resolution ............................................................................ 106

Element 15 – Employer Status And Collective Bargaining ...................................... 107

Element 16 – Charter School Closure .................................................................... 108

Revocation .............................................................................................................. 108

Charter Renewal ..................................................................................................... 108

*Closure Procedures* .............................................................................................. 108

*Facilities* ............................................................................................................... 109

District-Owned Facilities ....................................................................................... 109

Facility Status ......................................................................................................... 111

Occupancy of the Site ............................................................................................ 111

Health & Safety ....................................................................................................... 111

Asbestos Management ............................................................................................ 111
Letter of Intent

LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division
Letter of Intent to Apply for a Charter School

Name of proposed charter school: Woodlake Elementary Community Charter
General location of proposed charter: 23231 Hatteras St.
Projected Grade Levels-Year 1: K - 5  Projected Grade Levels-Year 5: K - 5
Projected Enrollment-Year 1: 625  Projected Enrollment-Year 5: 650

Lead Petitioner Information:

Name: Dana Priskorn
Address: 23231 Hatteras St. Woodland Hills, CA 91367
Phone number(s): 818-347-7097  Fax: 818-883-3953
E-mail address: DLP3325@lausd.net

Other members of the Charter Development team:
Judy Pearlman
Jill Fink
Jason Jensen
Shane Speck
Ken McGee
Jeff Leininger
Diane Ross
Nancy Slonaker

Certification:
✓ We certify that we are interested in applying for a charter school within LAUSD boundaries.

___ We have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.

✓ We did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

Dana Priskorn
PRINT NAME
Signature
DATE

Los Angeles Unified School District
Charter School Application
Revised May 3, 2011
Charter Briefing Page

- Woodlake Elementary Community Charter

- Projected Grades Served: Year 1 K-5 Year 5 K-5

- Projected Enrollment: Year 1: 625 Students Year 5: 650 Students

- Location Address: 23231 Hatteras Street, Woodland Hills CA, 91367

- Facility Status/Location: Woodlake is a LAUSD facility

- Does the location meet Board Policy? (Low API, Overcrowded) No

- Description of Mission: Our vision and mission statement were developed, and continue to evolve, through inclusive discussions with all who have a stake in the learning and ultimate success of our students. These standards and expectations apply equally to each student. We envision students who can work toward 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:
  - Ken McGee, Principal
  - Diane Ross, SAA
  - Teachers: Dana Priskorn, Rhonda Saltzman, Jason Jensen, Jill Fink, Judy Pearlman
  - Parents: Jeff Leininger, Robin Sabella, Kim Silverman

- Has your charter applied to any other jurisdiction for approval? No

- Are there any sister charters? No

- What innovative elements of your charter could be considered “best practices” and replicated by other schools?
  - Incorporation of National Standards for ELA and Math
  - Innovative technology
  - Differentiated instruction
  - Authentic assessments
  - Arts appreciation and expression
  - Professional development
Endorsements
The Woodlake Leadership Council/Site Council has asked teachers, parents, staff, administrators and interested community members to be co-petitioners for the school’s charter petition for conversion to an affiliated charter. These stakeholders have requested that the Board of Education for the Los Angeles Unified School District grant Woodlake Elementary Community Charter status as a charter school for the years 2012-2018 pursuant to the Charter Schools Act. The Woodlake Leadership Council/Site Council and its co-petitioners have authorized the lead petitioners listed below to negotiate any amendments to the charter renewal document necessary to secure the approval of the Board of Education of the Los Angeles Unified School District. The lead petitioners are:

- Ken McGee, Principal
- Diane Ross, SAA
- Teachers: Dana Priskorn, Rhonda Saltzman, Jason Jensen, Jill Fink, Judy Pearlman
- Parents: Jeff Leininger, Robin Sabella, Kim Silverman

The Charter Agreement/Contract
Woodlake 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, Woodlake elects to operate as a nonprofit public benefit corporation, or to become an independent charter school, then Woodlake 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, Woodlake shall continue to be covered under the self-insurance and property coverage program of LAUSD as provided to all other schools in the Los Angeles Unified School District.

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

Woodlake 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, Woodlake 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, Woodlake will participate in District level professional development and school site level professional development as per Board recommendation and the LAUSD Policy on charter schools which authorizes the reciprocal sharing of professional development and best practices.

Aligned with the culture of being an affiliated charter school within LAUSD, Woodlake will continue to look toward adopting LAUSD curriculum materials and LAUSD will continue to allocate to Woodlake all the necessary financial resources for adopting curriculum materials only to the extent that similar allocation is made to regular schools. Woodlake shall have site control of the categorical block grant in order to address the spirit and the mission of the charter.

The responsibility of the categorical block grant shall fall upon the Woodlake 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 Woodlake 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, the terms of the charter, and financial
reporting requirements. Woodlake 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 and 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 may visit or call the school to inquire about on matters, policies or situations that may arise.

If granted, the term of this initial five year charter begins on August 14, 2012 and expires on June 30, 2018. To request a renewal of this charter petition beyond June 2018, Woodlake Elementary Community Charter will submit a new petition to the District for approval by January 31, 2018.
Charter Schools Guidelines Checklist – Initial Screening
Los Angeles Unified School District
Innovation and Charter Schools Division

CHARTER SCHOOLS GUIDELINES CHECKLIST
INITIAL SCREENING

Charter School Name: Woodlake Elementary Community Charter
Contact Person: Kenneth McGee
Phone No.: (818) 347-7097
Fax No.: (818) 883-3953
Date: February, 2012

SUMMARY CONTENTS

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<th>*PAGE</th>
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<td>1. Approval Documentation</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
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<td>• Supporting signatures of: conversion charter: 50% of permanent status teachers at the school site</td>
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<td>• parents who intend to enroll children</td>
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<td>• petition includes prominent statement of meaningful interest to start a charter (board resolution)</td>
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AB 544 REFERENCE

47605 (1) (2)
47605(3)
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| 24   | 2. Assurances that school will:  
       * be non-sectarian in programs, admission policies, employment practices and other operations  
       * not charge tuition  
       * 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)  
       * not enroll pupils over 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 a charter school nor any employee to work at a charter school  
       * 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.  
       * admit all students who wish to attend. | YES | NO | YES | NO | 47605 (d) (1)  
47612 (a) (1)  
47605 (e) (f) |
| 20   | 3. Description of which students will attend the school | | | | | 47605 (d) (1)  
47605 (d) (2)  
(A) (B) |
<p>| 7    | 4. Duration of initial charter petition: 5 years | | | | | 47607 (a) (1) |</p>
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<td>5. Renewal process/timeline</td>
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<td>47607 (a) (1) (2)</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>
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<td>47607 (a) (1) 47607 (b)</td>
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<td>107</td>
<td>7. Accepts and understands the grounds on which a charter may be revoked</td>
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<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>
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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>47605 (g) 47614</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>47607 (a) (1)</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>
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<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 supervisorial oversight</td>
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<td>47605 (g) 47613.7</td>
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<td>13. Agreement between the charter school and sponsoring agency detailing funding and services for special education students</td>
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<td>14. Agreement between the charter school and sponsoring agency detailing operational funding levels</td>
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<td>15. Agreement between the charter school and sponsoring agency detailing processes for responding to inquiries</td>
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<td>1. Description of the educational program of the school (Element 1)</td>
<td>YES</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, lifelong 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>• attendance requirements including length of school day and year</td>
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<td>• instructional materials and the process by which curriculum, materials and instructional activities are to be selected</td>
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<td>• reference to NCLB as it relates to student achievement and credentialing</td>
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<td>• instructional strategies</td>
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<td>• school calendar</td>
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<td>• mission/vision</td>
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<td>• demographics/academic achievement of surrounding schools</td>
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<td>• implementation plan</td>
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<td>2. Measurable student outcomes to be achieved by students <em>(Element 2)</em></td>
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<td>47605 (b) (5)</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>3. Method by which pupil progress in meeting pupil outcomes is measured <em>(Element 3)</em></td>
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<td>• use of standardized test scores in measuring pupil progress</td>
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<td>• use of variety of assessment tools</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>• 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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</table>
| 79   | 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  
|      | - a clear awareness reflected in the petition and bylaws of the Brown Act requirements and how to comply  
|      | - 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  
| 80   | 47605 (b) (5)  
| 81   | (D) 47605 (c)(2)  
| 82   | (E) 47605 (1)  
| 85   | 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  
| 79   | 47605 (b) (5)  
| 79   | 47605 (1)  
| 85   | 47605 (b) (5)  
| 85   | (E) 47605 (1)  

Woodlake Elementary Community Charter - February 2012
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| 89   | 6. Procedures that the school will follow to ensure the health and safety of pupils and staff *(Element 6)*  
- school will meet the requirement that each employee of the school furnish a criminal record summary as required in EC §44237  
- how the school will ensure that its facilities are safe  
- how the school will ensure that its auxiliary services are safe (food services, transportation, custodial services, hazardous materials)  
- role of staff as mandated or non-mandated child abuse reporters  
- TB requirements  
- employee fingerprints  
- student immunization requirement  
- address of the facilities to be used by the charter school  
- compliance with state building code, federal ADA requirements  
- assurance of Certificate of Occupancy prior to school opening  
- contains District required language regarding health and safety procedures | YES | NO | YES | NO | 47605 (b) (5) (F) 47605(g) |
| 91   | 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 *(Element 7)*  
- geographic areas that will be targeted in the outreach effort  
- state languages to be utilized in the outreach  
- district required language for this element | | | | | 47605 (b) (5) (G) |
| 92   | 8. Admission requirements, if any *(Element 8)*  
- admission assurances preferences  
- lottery assurance and procedures  
- waiting list  
- preference (if applicable)  
- states the charter school will admit all pupils who wish to attend  
- efforts the school will employ to recruit academically low-achieving, students with disabilities, and economically disadvantaged students | | | | | 47605 (b) (5) (H) |
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<td>93</td>
<td>9. Manner in which an annual independent financial audit will be conducted and exceptions/deficiencies resolved <em>(Element 9)</em></td>
<td>YES</td>
<td>NO</td>
<td></td>
<td>47605 (b) (5) (f)</td>
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<td>96</td>
<td>10. Procedures by which students can be suspended or expelled <em>(Element 10)</em></td>
<td></td>
<td></td>
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<td>47605 (b) (5) (J)</td>
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<tr>
<td></td>
<td>• procedure for involving parents, students and staff in designing and implementing a discipline policy</td>
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<td></td>
<td>• due process for students</td>
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<td>• appeals of disciplinary action</td>
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<td>• procedures for ensuring rights of students</td>
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<td>• list of suspension and expulsion offenses</td>
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<td>• general discipline approach</td>
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<td>• procedures for rehabilitation readmission and interim placement</td>
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<td>• district required language regarding special education students</td>
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<td>102</td>
<td>11. Procedures for dealing with staff issues <em>(Element 11)</em></td>
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<td>47605 (b) (5) (K) 47605 (1)</td>
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<td>• relationship between the teachers and the district/county bargaining unit</td>
<td></td>
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<td>• process by which salaries, benefits working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined</td>
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<td>• labor procedures which will be applied to employees</td>
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<td>• process for resolving complaints/grievances</td>
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<td>• process for ensuring due process</td>
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<td>• manner by which staff members will be covered by STRS, PERS, Social Security or Medicare</td>
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<td>• process for staff recruitment, selection, evaluation and termination</td>
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<td>• Procedure for processing and monitoring credentials</td>
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<td>• Reporting PERS/STRS contributions</td>
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</tbody>
</table>
| 103  | 12. Public school attendance alternatives for pupils residing within the district/county who choose not to attend the charter school *(Element 12)*  
    - 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  
    - not require any child to attend a charter school nor any employee to work at a charter school  
    - District required language regarding attendance alternatives |  |  | YES | NO |  | 47605 (b) (5) (L) |
| 104  | 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)*  
    - 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 |  |  |  |  |  | 47605 (b) (5) (M) |
| 105  | 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) |
| 106  | 15. Declaration of Exclusive Public School Employer *(Element 15)* |  |  |  |  | 47605 (b)(5) (O) |
| 107  | 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 |
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</table>
| 91   | 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 | YES | NO | | 47605 (g) |
|      | 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) |
|      | 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 | | | | 47604 |
|      | 20. Court-ordered Integration Language  
- action Plan for 70:30 or 30:70 | | | | |

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

Purpose
Woodlake Avenue Elementary School is united in its goal of becoming an affiliated charter school in the Los Angeles Unified School District (LAUSD).
The purpose of the Woodlake Elementary Community Charter affiliated charter school petition is threefold:

- First, it enables the community efforts of its stakeholders, including students, parents, business partners, and teachers, to focus on the well-being of the entire student body.
- Second, it provides a focus through which the school offers a rigorous, enriched educational program for a wide range of student needs.
- Third, this charter designation will enable Woodlake to implement a 21st century curriculum that not only meets, but exceeds all academic standards established by the District. Our Charter School curriculum will incorporate project-based learning, visual and performing arts, higher order thinking skills, service learning, multiple intelligences, and multimedia literacy within the instructional setting in order to motivate students to develop their lifelong love of learning. This rigorous, multimedia approach to educating children will emphasize both communication and discovery as a key to student success. By using innovative 21st century strategies and tools in the classroom, students grow in their ability to make use of all possible resources and in their understanding of their place in a global community.

By most standards, Woodlake is a successful school. However, we are increasingly faced with external challenges that threaten our ability to maximize learning and student potential. Some obstacles include: decreasing neighborhood enrollment, growing class sizes, declining District and state budgets, and fewer faculty and support personnel. All of these changes have hampered our efforts to provide differentiated instruction to an increasingly diverse student population - English Language Learners, special needs students, students below grade level, students identified as gifted and talented - as well as all other students. Year after year, Woodlake is challenged to do more with less.

The aforementioned changes have also affected our school internally. We encounter mounting pressures to sustain and advance a challenging academic program and innovative teaching strategies to achieve higher levels of student achievement; however, resources are often not provided due to limited funds available within the budget. Status as an affiliated charter will give Woodlake better means and more creative flexibility to overcome these difficulties in meeting and exceeding our goals established by the community in which we serve.

Goals of Woodlake Elementary Community Charter
Woodlake Elementary Community Charter School aims to provide a cutting-edge, instructional program that actively engages all students to embrace learning, achieve their highest potential, and master a 21st century curriculum that accomplishes the following:

- Maximize student achievement based on state academic standards and additional assessment techniques, such as performance assessment, differentiated assignments, student-led conferences, and self-assessment.
• Increase hands-on and cooperative learning opportunities for all students, while emphasizing differentiation in sub-groups such as those students below grade level, gifted and talented students, English Language Learners, and special needs students.
• Promote the use of innovative teaching methods and the use of multiple assessment data, and develop a highly qualified teaching staff through targeted professional development to meet the needs of our students.
• Actively engage the West Valley community in shaping the learning environment and contributing to Woodlake Elementary Community Charter’s success.
• Provide opportunities for students to become involved in environmental activities.
• Build the foundation for an outstanding public education experience through thoughtful communication and articulation with our neighboring middle school and high school.

Woodlake Elementary Community Charter and Its Community

The Woodlake Elementary Community Charter site is a conversion of the LAUSD School, Woodlake Avenue Elementary. Woodlake is located in the West San Fernando Valley on a spacious campus near the western border of LAUSD boundaries. The school opened in 1953.

Woodlake Elementary Community Charter School, an affiliated charter school for grades Kindergarten through fifth grade, will be located at 23231 Hatteras Street, Woodland Hills, CA, in District 1 of LAUSD. We have a total of 565 students this year but we expect our enrollment to increase to 625 based on E-Cast demographics and lottery.

There are approximately 25 private and public school options available to families who reside within the school boundaries. Woodlake is essentially competing to maintain its status as a school offering the highest quality of education available to children in our community. Our intent is to preserve our core population as well as open our school’s enrollment to a broader base of students, thereby strengthening the diversity of the school. By becoming a more diverse school, we embrace children of all ethnic and socioeconomic backgrounds, leading to a greater appreciation of the inherent diversity present in Los Angeles and in the greater global community. In doing so, we will make the highest standard of education available to a wider demographic of ethnicities.

School Profile Description
Woodlake was built in 1953. It began with 15 classrooms, a cafeteria, an auditorium, and office spaces. Today Woodlake has 25 classrooms, including three special education classrooms, a computer lab, library, cafeteria, auditorium, parent center, and administration spaces. Seven bungalow buildings have been added over time to accommodate this growth. Upgrades were made over the last two years to the plumbing and roofing infrastructure.
The school’s grounds have three main play structure areas including basketball, tetherball, hand-ball courts, and an outdoor pergola space. Woodlake has invested in wall murals throughout the school grounds to provide color and life to the facility.
Woodlake has taken great measures to continue the advancement of our use of technology. Woodlake’s Computer lab has 36 Computers for student use. We have a part-time lab instructor who helps with lesson-appropriate software and technical assistance (guided by The Woodlake Technology Committee). Classrooms each have 2-4 computers available for student and/or teacher use and are currently being upgraded thanks to a charitable donation from the community. In 2011 all of our classrooms were supplied with ELMOs and projectors or document readers. Nine classrooms were supplied with laptops
and rolling carts. Many of our teachers are adding the use of IPADs to their new language arts assessment program.

Woodlake’s library has almost 10,000 books, or 17 books per student, at various grade-appropriate reading levels. Classrooms visit the library on a weekly basis to check out reading material and learn about new authors, books or the library itself. The library has quiet reading spaces, tutoring spaces, a story-time area and a part time librarian.

Woodlake actively seeks parent and community involvement. Parents and community volunteers work inside the classrooms and maintain a parent center hosting a series of parent education classes. Parents serve as members of decision-making committees to help promote the collaborative culture of the school. Parents are invited to attend and participate in Back-to-School Night, Parent Conferences, and Open House.

Primary grades (K-3) have a student-teacher ratio of 24 to 1. Secondary grades (4-5) average a 35-1 student to teacher ratio. Of the special needs classes, two are dedicated to students with severe to moderate autism, and one is a special day class made up of 3rd-5th graders with various special needs. Woodlake has an extremely diverse student body. The recorded racial make-up of 2010-2011 is listed below; however, the actual cultural differences are much greater. We have a significant Israeli population, as well as Indian, Pakistani and Iranian students who are represented under the “white” or “Asian” racial groupings.

![Table 1 Cultural Make-Up](image)

Woodlake’s English Learner population is 11%, or 65 students. Spanish, Hebrew and Farsi are the predominant first languages for Woodlake’s English Learners; however, over 28 languages are represented in our school population.

Because of Woodlake’s diverse language population, we are sensitive to communication hurdles regarding student assessments and needs. Woodlake has a Spanish-speaking Community Representative on staff to aid with parent/student communication. We also have additional Spanish-speaking staff members, as well as those who speak Farsi, Thai, Tagalog, and Chinese (Mandarin and Cantonese). For languages that are not represented by staff members, we have enlisted the help of volunteer parents from the school community to come in when needed to translate. In addition, Woodlake utilizes district-provided written communication in languages needed at the school.

Enrollment over the past several years at Woodlake has seen moderate fluctuation. This year’s enrollment is down slightly from the past two years, but in line with the longer-term figures. Twenty-one percent of Woodlake’s students qualify for free/reduced price lunch.

Woodlake is part of the El Camino Charter Academy complex of schools. The complex is made up of six nearby Elementary Schools, including Woodlake and two magnet programs, all feeding to one middle school and one high school. The schools are listed below.
Elementary Schools:
Woodlake Elementary Community Charter
Pomelo Community Charter School
Calabash Charter Academy
Haynes Street School
Welby Way Charter
Lockhurst School for Advanced Studies (Center for Enriched Sciences)

Middle School: Hale Charter Academy
High School: El Camino Real Charter High School
Woodlake Elementary Community Charter Events

Monthly Morning Assemblies / Pride Awards / Art / Pizza / Ice Cream / Halloween / Parade / Trunk or Treat / Halloween Festival / Winter Holiday / Music Program / Heart / Science / Orchestra / Performance / Spring / Chorus Performance / Health / Open House / Art Show / Pancake Breakfast / Spelling Bee / Picture Day / Book Fair / Council Meetings / PTSA Meetings / Walk-a-Thon / Kinder Orientation / 5th Grade Trip / Volunteer Brunch / Staff Appreciation / Culmination / Marathon / Kids / Parent Night Out / Ice Cream & Pizza Sales / Recycling / Spring Carnival

Woodlake Elementary Community Charter

Annual Community Events

The Woodlake Community is the core of this school’s success and future. We have very active parents and kids who make this community a place to belong, a place to contribute and a place to learn and grow.
Affirmations and Assurances
Woodlake accepts and understands its obligations to comply with specific sections of the Education Code sections 47611(STRS) and all laws establishing minimum age for public school attendance.
Woodlake Elementary Community Charter School shall:

- 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, 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, with preference extended to pupils who currently attend the Charter School and pupils who reside in the District [EC 47605(d)(2)(B)].
- 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.
- 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 Student Integration Services (collectively the Court-ordered Integration Program). The Court-ordered Integration applies to all schools within or chartered through LAUSD. The school will provide a written plan to achieve and maintain LAUSD’s ethnic balance goal which is within a 70:30 or 30:70 ratio.
### Demographic Information for Prospective Site (Surrounding Schools Data)

#### Table 2 Student Population Served

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<th># of Students</th>
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<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met All Subgroup Growth Target?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar School Rank</th>
<th>% of Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
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<td>859</td>
<td>8</td>
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<td>61 White</td>
<td>18 Hispanic</td>
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<td>CHARTER SCHOOLS</td>
<td># of Students</td>
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<td>Program Improvement?</td>
<td>Met Schoolwide Growth Target?</td>
<td>Met All Subgroup Growth Target?</td>
<td>API Score</td>
<td>API State Ranking</td>
<td>Similar School Rank</td>
<td>% of Students Eligible for Free/Reduced Lunch</td>
<td>% of Special Ed. Students</td>
<td>% of ELL Students</td>
<td>% Major Ethnicity #1</td>
<td>% Major Ethnicity #2</td>
<td>% Major Ethnicity #3</td>
<td>% Major Ethnicity #4</td>
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<td>.01%</td>
<td>46 White</td>
<td>35 Hispanic</td>
<td>11 Asian</td>
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</tbody>
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Los Angeles Unified School District Charter School Application
Revised May 3, 2011
Element 1 – The Educational Program

School Information
School Name: Woodlake Elementary Community Charter
Address: 23231 Hatteras St. Woodland Hills, CA 91367
Telephone Number: (818) 347-7097
Contact Person: Ken McGee, Principal
Grade Configuration: Kindergarten to Grade 5, year one through duration of the charter.
Number of Rooms: 27
Number of Students in First Year: 625
Grade Level(s) in the First Year: Kindergarten to Grade 5
Admissions Requirements: School will follow standard District policy and guidelines on admission.
Instructional Calendar: The instructional calendar will adhere to the District calendar.
Operational Capacity: Determined by the District
Mission and Vision
The faculty, staff, parents and volunteers of Woodlake Elementary Community Charter School are dedicated to the ongoing pursuit of academic and artistic excellence, personal achievement, and social success for all of our students. We will continue to cultivate an atmosphere of well-being and acceptance in a safe and nurturing multicultural environment. We are committed to the partnership of home, school and community and believe this partnership is essential to helping our students work to their greatest potential. Woodlake’s mission is to provide our students with the necessary tools – based on educational research, character development and advanced technology – to become lifelong learners and productive citizens of the 21st century. Additionally, we will develop and advance best practices for engaging students and parents, training teachers, and promoting educational excellence, collaboration, and innovation.

School Vision
In accordance with our vision of academic, personal and social excellence, Woodlake students will:

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

Additionally, Woodlake Elementary Community Charter School will:

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

A 21st Century Education
At Woodlake Elementary Community Charter, the 21st Century Student must be able to exhibit a range of functional, critical, and healthy thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem solving, communication,
collaboration, and self-awareness. These individuals are self-confident, self-motivated, lifelong learners who are active leader-participants and leaders in our ever-changing social and global society. There are seven skills a well-educated person in the 21st Century must possess:

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

*These seven skills have been advocated by Tony Wagner in his book, *The Global Achievement Gap*. “The new millennium was ushered in by a dramatic technological revolution and we now live in an increasingly diverse, globalized, and complex media-saturated society. In his book, *New Media and New Literacies: Reconstructing Education for the New Millennium*, Dr. Douglas Kellner (UCLA) indicates this revolution will have a much greater impact on society than our transition from an oral to print culture. Dr. Kellner has urged the need for educators to develop more complete forms of media, computer, and multimedia literacies. By cultivating “multiple literacies” in our restructuring of education, teachers will develop new curricula and expand our concept of literacy to be relevant to the challenges of contemporary life.”

**How Learning Best Occurs**

“It’s necessary when education is being used as a tool of transformation, empowerment and change. When looking at what education “could be”, we need to look beyond seeing education as a tool to train the mind or prepare for a job. Education can teach us how to use our mind, how to respond peacefully how to find and follow our passions. This type of education comes not just from learning about these things, but from experiencing them in a classroom.” Krishnamurti, *Educating the Whole Child*

Woodlake Elementary Community Charter incorporates a three-way contract signed by teachers, students, and families to foster learning in a safe, mutually respectful classroom environment where children:

- Are actively engaged in their learning
- See connections between what they learn and the world around them
- Have strengths broadened, extended, and developed
- Work both individually and cooperatively as members of a group
- Engage in experimentation, exploration, and discovery
- Have areas of need identified, addressed, and strengthened
- Are encouraged to excel beyond the standards of the curriculum and delve more deeply in the various subjects
- Have high expectations from teachers and for themselves
- Develop skills and attitudes to become lifelong learners
- Are presented with challenges in problem solving and critical thinking
- Are provided with direct instruction as well as time to practice independently
- Have teachers who believe that learning is the focus of the lesson
- Have teachers who use differentiated instruction to address each child’s needs and potential to succeed academically and socially
• Have teachers who work collaboratively to identify student strengths and areas for improvement in mastering the California standards
• Have teachers and administrators who continue to grow through professional development and remain lifelong learners
• Have a principal who has high expectations concerning student behavior and academic achievement
• Have a principal who supports the efforts of the students and teachers to cultivate academic excellence and scholarly behavior
• Have a principal that ensures that quality learning is taking place in addressing the California standards through a rigorous program using formative data, teacher input, current best practices and sound educational research
• Have involved parents who are informed about and support the school’s educational program
• Have parents who understand how to assist their child’s learning and are active participants in that learning
• Have parents who support the school’s efforts to continually improve to meet the changing needs of their children

Woodlake Charter Academy will serve as an academic arena to develop lifelong learning in all children. The school shall provide a challenging, safe, and supportive environment that encourages students to maximize their learning.

**Cultivating Life Skills**

Woodlake Elementary Community Charter incorporates social and community ethics and values to help foster life skills and a lifelong love of learning. Through technology, visual and performing arts, a curriculum based on the core standards, and rigorous instruction, we are cultivating students of the 21st century who can meet the demands of a global society. This ongoing work will connect our learners with the world outside the school gates, bringing personal meaning to their daily school lives. Children will enhance and deepen their understanding of new information, gain different perspectives, and prepare to apply knowledge in meaningful ways.

Woodlake will continue to build upon the strong and close working relationship with its middle school and high school, identifying strengths and weaknesses in scholastic achievement to enable students to have successful educational experiences as they move through their schooling and on to college. In addition, Woodlake Elementary Community Charter will develop lifelong learning skills and interpersonal skill that include:

1. Leadership, collaboration and cooperation: Students will know and be able to use adaptive and associative skills appropriate to their level.
2. Goal setting: Students will learn to set their own short term and long term social and academic goals in keeping with their abilities based on a high level of expectation inherent in the school community.
3. Critical thinking and problem solving: Students will learn to be effective problem solvers and will develop critical thinking skills.
4. Self-discipline: Students will learn to control their behavior at all times and will respect and uphold the values of the school community.
5. Citizenship: Students will learn to become a mutually beneficial member of the greater society.

**A Typical Day at Woodlake Elementary Community Charter**

"All of us have moments in our childhood where we come alive for the first time. And we go back to these moments and think this is where I became myself!" Rita Dove, **BRAINY QUOTES.COM**
Welcome to Woodlake Elementary Community Charter

A visit to Woodlake on any day may begin in the native plant garden, where students and family members stroll across the bridge to identify the native and introduced species of plants, flowers and trees. Some of the flora in our well-kept garden consists of rosemary, purple sage, roses, lavender, cascading jasmine, society garlic, wild flowers, and trees. The students take ownership of their garden as they learn about and tend to the plants and flowers with the help of the “Garden Party” volunteers.

“It is good to realize that if love and peace can prevail on earth, and if we can teach our children to honor nature’s gifts, the joys and beauties of the outdoors will be here forever.” Jimmy Carter

Walking up to the gates of our school, the children are delighted by the murals of hand painted tiles. Each mural was created by a culminating fifth grade class. The children know when they reach fifth grade they will have the opportunity to paint their tiles and become part of the wonderful Woodlake history - a history that began in 1953, when the school was founded.

As the gates open, an excitement builds. Upon early arrival at school, there is time before the bell rings to participate in the “Marathon Kids” jogging/walking daily physical education program, which is supported by LAUSD and UCLA. A community volunteer tracks the miles and encourages our students and their family members. The early morning jogging/walking time is a perfect opportunity for parents to exercise with their children before the busy day begins.

Parents are welcome on campus with the students before the morning bell rings. This time is a special time for the families to meet and communicate with each other. They set up play dates for the children and truly enjoy the sense of community that we at Woodlake hold so dear.

The Day Unfolds

When the 8:00 bell rings, the students meet their teachers in the spacious open “Star” arena, whose expansive yard with lots of room for children to play. All classes line up and walk with their teachers to their classrooms, past buildings walls are beautifully decorated with hand painted murals. The academic day then begins. As you walk our campus, past the classrooms, each grade level is deeply engaged in curriculum fueled by the Core Standards. As you pass the kindergarten classrooms, the joyous sounds of learning may be heard. These students are taught through experiential, modeling, and hands-on teaching modalities.

Next come the first grade classrooms, where the students may be reading, reciting their poetry, actively using manipulatives for exploration of mathematical the concepts, or exploring elbow deep in the Science Foss Kit experiments with solids and liquids. On the way to 2nd, 3rd and 4th grade, your walk takes you through the expansive yard, past the trees, the Kirk Douglas donated outside play structure, and our new tetherball courts and handball squares. Second graders are busy writing and illustrating their own books. These students may be planning their time with the kindergarten students. This “Kinder Buddies”, program promotes self-esteem, social skills, responsibility and compassion, and enhances a love of reading books.

Third graders are busy discovering Native American Cultures and multiplication facts, and perfecting cursive handwriting.

Fourth grade is running the community garden, acting out the California Gold Rush, making their own puppets, writing significant letters to people or businesses, or focusing on animal rights. It is all about leadership.

On the way to the fifth grade, we pass the Wonder of Reading Rose Lange Library. We see the exercise equipment outside of the classrooms, the large grass soccer field, the basketball court, and the tree-lined yard. Fifth graders have a strong academic component in preparation for transition to Middle School. The 5th grade year is filled with scientific exploration, Social Science field trips, book writing and
publication, culmination activities, outdoor education overnight field experiences and more. Our Special Education and Resource Programs are a haven for students who need alternative learning with hands-on manipulatives, integrated technology and multi-media learning. All curriculum is based on the Common Core Standards. Music and art are woven into everything. Each classroom has small group centers to give every student an education in a way that will meet their needs. All students with special needs in the special day program are both mainstreamed and integrated with their same-age peers to varying degrees in compliance with their Individualized Education Programs (IEPs). Woodlake is open and welcoming to children with special needs. We strive to foster and maintain an inclusive environment for our students, one where children of all abilities learn together and learn from each other.

As you pass the auditorium, children may be heard practicing their orchestral instruments, singing with the chorus, learning drama with the Arts Prototype credentialed teacher, practicing their grade level plays with their classroom teacher, or working to decorate the room for a special event.

The Spirit of Woodlake
On the first Monday of each month we have a school-wide assembly led by our good-natured, enthusiastic principal. We assemble in our outdoor “Star” arena to celebrate our children’s successes, promote our “Go Green” recycling program and hear motivational words from a variety of presenters and students. The students introduce the character trait to be practiced for the month. We sometimes sing multicultural songs, or join forces with First Lady Obama to dance and promote her “Let’s Move” program. Our goal is to create a community of young minds able to make intelligent choices. Each month a student who has improved in his or her academic or behavioral growth receives a trophy called the “Top Dog Award.” This award is sponsored by the Kiwanis Club. Twice a year the Kiwanis Club presents a bicycle and helmet to a student in the upper division. This gift is given to an outstanding student for their behavior and/or their academic growth.

Our Children, Our Staff, Our Parents
Our children represent the world. There are 28 different languages spoken by families here, and we honor these diverse cultures. The students are a socioeconomically diverse group, all eager to learn and make lifelong connections and friendships. They are the lifeline of our school, bringing a fresh energy and inquisitive minds to each school day. Our staff is committed to providing the children a program that is both caring and challenging. Each teacher uses his or her individual style to bring life to the vigorous curriculum. We collaboratively work on our core curriculum through weekly grade level, staff, and professional development meetings at Woodlake or other sites. Our classified staff strongly supports and contributes to everyone’s lives at Woodlake. Our parent community is vibrant, active and determined to bring us into the era of technological advancement and learning tools. They have started a Parent Center for education and grant research and writing purposes. Workshops are held to educate parents on a variety of topics. Our school has been involved with DonorsChoose.org and other grant opportunities. Due to the diligent efforts of our parents and teachers, our school has received $32,000 of additional technology as well as other educational equipment within a period of one month. The parents have been successful in bringing in much needed resources to our school, as well as creating a bridge between the school and the community - particularly the business community with partnership opportunities.

The Day Closes
Students walk out through various exits with their parents and can admire our garden, a natural habitat for local insects and animals, including butterflies, birds and squirrels. You may see sunflowers, wildflowers and vegetables depending on the season. Many kids walk toward our after-school homework club or teacher-led, 1:6 ratio intervention groups. Students can also play after school.
supervised by a coach (our Beyond The Bell basketball team just played in the championship!) or go to the more structured YMCA program. All children may choose from after school enrichment activities, including drama, chess, yoga, Math Magic, Mad Science, cartooning, and tennis. Scholarships are offered for these classes as well.
# The Bell Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30–7:50 am</td>
<td><strong>Breakfast</strong></td>
</tr>
<tr>
<td>7:55 am</td>
<td><strong>Line-Up</strong></td>
</tr>
<tr>
<td>8:00 am</td>
<td><strong>Class Begins</strong></td>
</tr>
<tr>
<td>9:50–10:20 am</td>
<td>Kinder: <strong>Recess</strong></td>
</tr>
<tr>
<td>10:00–10:20 am</td>
<td>Grades 1-5: <strong>Recess</strong></td>
</tr>
<tr>
<td>11:45 am–12:40 am</td>
<td>Kinder: <strong>Lunch</strong></td>
</tr>
<tr>
<td>11:55 am–12:35 pm</td>
<td>Grades 1-2: <strong>Lunch</strong></td>
</tr>
<tr>
<td>12:35–1:15 pm</td>
<td>Grades 3-5: <strong>Lunch</strong></td>
</tr>
<tr>
<td>2:23 pm</td>
<td><strong>Dismissal Time</strong></td>
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**TUESDAY BANKED DAY SCHEDULE**

<table>
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<tbody>
<tr>
<td>7:30–7:50 am</td>
<td><strong>Breakfast</strong></td>
</tr>
<tr>
<td>7:55 am</td>
<td><strong>Line-Up</strong></td>
</tr>
<tr>
<td>8:00 am</td>
<td><strong>Class Begins</strong></td>
</tr>
<tr>
<td>9:50–10:20 am</td>
<td>Kinder: <strong>Recess</strong></td>
</tr>
<tr>
<td>10:00–10:20 am</td>
<td>Grades 1-5: <strong>Recess</strong></td>
</tr>
<tr>
<td>11:45 am–12:40 am</td>
<td>Kinder: <strong>Lunch</strong></td>
</tr>
<tr>
<td>11:55 am–12:35 pm</td>
<td>Grades 1-2: <strong>Lunch</strong></td>
</tr>
<tr>
<td>12:35–1:15 pm</td>
<td>Grades 3-5: <strong>Lunch</strong></td>
</tr>
<tr>
<td>1:23 pm</td>
<td><strong>Dismissal Time</strong></td>
</tr>
</tbody>
</table>

**SHORTENED DAY SCHEDULE**

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<th>Time</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>7:30–7:50 am</td>
<td><strong>Breakfast</strong></td>
</tr>
<tr>
<td>7:55 am</td>
<td><strong>Line-Up</strong></td>
</tr>
<tr>
<td>8:00 am</td>
<td><strong>Class Begins</strong></td>
</tr>
<tr>
<td>9:50–10:20 am</td>
<td>Kinder: <strong>Recess</strong></td>
</tr>
<tr>
<td>10:00–10:20 am</td>
<td>Grades 1-5: <strong>Recess</strong></td>
</tr>
<tr>
<td>11:45 am–12:40 am</td>
<td>Kinder: <strong>Lunch</strong></td>
</tr>
<tr>
<td>11:55 am–12:35 pm</td>
<td>Grades 1-2: <strong>Lunch</strong></td>
</tr>
<tr>
<td>12:35–1:15 pm</td>
<td>Grades 3-5: <strong>Lunch</strong></td>
</tr>
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<td>1:48 pm</td>
<td><strong>Dismissal Time</strong></td>
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**MINIMUM DAY SCHEDULE**

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</thead>
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<td><strong>Breakfast</strong></td>
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<tr>
<td>7:55 am</td>
<td><strong>Line-Up</strong></td>
</tr>
<tr>
<td>8:00 am</td>
<td><strong>Class Begins</strong></td>
</tr>
<tr>
<td>9:50–10:30 am</td>
<td>Kinder: <strong>Brunch</strong></td>
</tr>
<tr>
<td>10:00–10:30 am</td>
<td>Grades 1-5: <strong>Brunch</strong></td>
</tr>
<tr>
<td>12:33 pm</td>
<td><strong>Dismissal Time</strong></td>
</tr>
</tbody>
</table>
Typical School Calendar
Proposed Instructional Program
Woodlake Community Charter will make sure that students become and remain motivated, competitive, lifelong learners. We are professionals who are dedicated to applying current educational research and best teaching practices that will positively impact student learning. We believe the following goals must be met:

- Students will actively participate in their learning.
- Students will engage in experimentation, exploration and discovery.
- Students will integrate the connection between what they learn and the real world.
- Students will work individually and cooperatively as members of a group.

Framework and Teaching Methodologies
Woodlake Elementary Community Charter curriculum is based on California State Standards and Associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, and physical education. The curriculum will meet all LAUSD standards. We believe in addressing the needs of our multi-cultural population by promoting a balanced program that combines direct instruction, guided practice, and the application of skills needed to help our students become well rounded and creative thinkers contributing to our ever-changing society.

Woodlake’s proposes teaching methodologies based on differential, experiential, and inquiry instruction. Supporting these methodologies, Woodlake teachers will use collaborative and departmentalized instruction within the grade level. All our methodologies will be supported by authentic assessments based on California State Standards, using district, teacher-created, performance and publisher assessments. The data collected from these assessments will be used to help guide instruction, determine teaching methodologies, and select curriculum materials in order improve student learning.

Research Basis for the Instructional Program
Woodlake Community Charter relies upon research-based programs that include examination of data, best practices, and current use of established methodologies. Every year Woodlake looks at the previous California Standards Test (CST) to determine the strengths and weaknesses of the student population, from Far Below Basic to Advanced including all subgroups of student learners. We use Sandra Kaplan’s DEPTH AND COMPLEXITY across the curriculum. Her primary area of concern is modifying the core and differentiated curriculum to meet the needs of gifted learners. Teachers at our school have attended Sandra Kaplan’s training and now use her philosophy to educate our students. Paige A. McGinity, a doctoral student in Teacher Education from the University of Southern California, believes teaching students how to be lifelong learners can be realized by helping them develop a sense of responsibility for their learning. DEPTH AND COMPLEXITY uses icons that teachers and students apply across the curriculum. The icons represent big ideas, multiple perspectives, patterns, trends, rules, details, ethics, relation over time, language of the discipline, unanswered questions, and learning across disciplines. Several studies, including Kimberly Dodd’s in 2010, “provide validation of the prompts of depth and complexity as a means to promote increased student learning and understanding across the disciplines.” These higher level thinking skills are applied in the classroom as students discuss literature, apply mathematical principles, participate in science exploration, relive history, experience the arts, look at writing samples, and create assigned projects that combine state standards with these higher level skills.

We also use Marsha Tate’s BRAIN BASED STRATEGIES, whose research addresses twenty highly effective methods for delivering instruction and growing dendrites. These strategies include the utilization of music, storytelling, movement, humor, graphics, drama and role playing. Additionally, Marsha Tate’s brain research suggests that the more actively engaged in the learning process a student is, the greater
the retention of information presented. After attending several workshops given by Marsha Tate, the teachers at Woodlake implemented these strategies into their teaching day. Further, we use Bloom’s TAXONOMY with scaffolding techniques. The classification of the different objectives that educators set for students is divided into three domains: cognitive, affective and psychomotor. These levels are described loosely as knowing/head, feeling/heart, and doing/hands respectively. Within these levels, learning at the higher levels is dependent on having attained the prerequisite knowledge and skills at lower levels. These levels include knowledge, comprehension, application, analysis, syntheses, and application. Bloom’s model is used for differentiating the different levels of student learning, thus meeting the needs of all students.

To make sure all students are successful, teachers also employ Thinking Maps as a means of constructing networks of knowledge. Thinking Maps were developed as a language for learning in 1998 by Dr. David Hyerle. There are eight maps in this language that are used for reading comprehension, the writing process, problem solving, and thinking skills improvement. Each of the eight Thinking Maps is based on a fundamental cognitive skill such as comparing and contrasting, sequencing, classifying, and cause-effect reasoning. Roberts Marzano, Ph.D. wrote, “Knowledge is stored in two forms: linguistic, and non-linguistic. Research proves that the more we use both systems of representation the better we are able to think and recall knowledge.”

Using this resource helps our students with a set of tools to help synthesize and connect information. This enables them to conceptualize understanding and communicate abstract concepts across the curriculum.

Additionally, teachers use Lauren Resnick’s PRINCIPLE OF LEARNING STRATEGIES, which includes clear expectations I know and understand what is expected of me, accountable talk I should be able to explain what I know to others, recognition of accomplishment when I work hard, my teacher praises me and celebrates my efforts, fair and credible evaluations I know what I need to study, I will be expected to share what I learned in my classroom, academic rigor in a thinking curriculum I challenge myself to be a risk taker and problem solver. Criteria charts are used with student input and rubrics are utilized to help define exactly what students are to learn.

Research published by E.D. Hirsch in BEYOND COMPREHENSION focuses on the importance of providing the explicit background and knowledge required in every subject area to help students fully grasp and understand the concepts being taught. Teachers at Woodlake practice and emphasize the development of systematic vocabulary and background knowledge as they move into new units of study. This helps give feedback to the teachers to evaluate the effectiveness of their teaching and its impact on learning.

Lastly, during professional development at the school site, teachers work closely together to identify the specific needs of their student population in their specific grade level as well as across the grade levels. In addition to shared professional development with LAUSD, teachers increase their knowledge through seminars, workshops and college classes.

Teaching Methodologies
The teachers at Woodlake Community Charter will use current research and student data to drive best teaching methodologies while using conceptual learning at each grade level.

Teaching methodologies and instructional strategies are different according to the standards and student learning objectives. These include, but are not limited to:

- Whole group, small group and individualized instruction
- Pair-share instruction
- Cooperative learning
- Independent work time, research and independent projects
- Choral reading, chanting
- Use of manipulatives and realia
Depth and complexity
- Literature circles
- Technology based teaching/internet
- Bloom’s Taxonomy
- Audio-visual opportunities
- Directed instruction
- Thinking maps
- Clear expectations
- Criteria charts/rubrics
- Differentiated instruction
- Higher level thinking
- Integration of the arts

Adhering to the proposed instructional framework and teaching methodologies prepares Woodlake Community Charter to successfully meet the needs of all students, including these subgroups: GATE, Special Education, English Language Learners, Under-Achieving/Non-Proficient, General Education, and Socio-economically Disadvantaged.

Woodlake teachers and administrators have direct involvement in reviewing, identifying, selecting, and aligning curriculum, materials, instructional activities and interventions, as well as periodic, formative and summative assessments that provide multiple ways for students to meet and exceed the California Core Standards across the curriculum. Woodlake currently uses the California State Standards for Language Arts, Math, Science, Social Studies, Health, Visual and Fine Arts as the primary source for developing lessons and addressing student learning. Students will be tested and graded upon these standards. Students will be prepared for the California Standards Test in the spring of each year. Results of this test are analyzed by teachers and administrators to identify the strengths and weaknesses of our students in language arts and mathematics, as well as science in the fourth and fifth grades. With this specific student information, teachers collaborate at grade level meetings to share results, plan instruction, design follow-up, and review teaching strategies. Woodlake will continue to strive to reach LAUSD adopted benchmarks on the California Standards Test for all subgroups of students.

Delineation of Core Subjects
The goals of the content areas to be taught across the grade levels and the different subjects the school plans to teach have been outlined below. The California State Standards will be addressed with cross articulation across grade levels so students will achieve consistent instruction.

English Language Arts
All Woodlake students receive instruction in Language Arts that incorporates the following:
- Students will make connections, predict, visualize, question, summarize, and evaluate with core or other literary texts, and through a variety of cultural perspectives
- Students will discuss ideas and values in core and other literary texts
- Students will make connections to personal experiences through a variety of cultural perspectives. Woodlake Elementary Community Charter recognizes the importance of including culturally relevant responsive education for diverse learners
- Teachers will develop a rigorous curriculum that exceeds state content standards for Language Arts in K-5
- Students will develop critical reading skills
- Teachers will support reading using the TREASURES reading program
- Teachers will enhance reading using literature circles
- Students will critique, justify, and theorize in composition/writing across disciplines
• Students will develop grammar, spelling, oral speaking, and integration of language arts embedded throughout the curriculum
• Students will apply vocabulary development in written and oral format
• Students will demonstrate critical thinking skills specific to Bloom's Taxonomy
• Students will use technology as a tool for presentations, project exhibits, and digital portfolios
• Students will write creative stories and poetry
• Teachers will devote a minimum of two hours daily to language arts instruction in grades K - 5

**Mathematics**
Woodlake Elementary Community Charter students receive a rigorous curriculum that exceeds the state content standards for mathematics.
• Teachers will develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes
• Teachers will enhance mathematics using **Daily Bite, Singapore Math, Harcourt Math, Hands on Equations, GEMS, Math Their Way and Marcy Cook**
• Students will develop understanding of the concepts of computation, patterns, functions, geometry, statistics, and probability
• Students will apply math skills to daily problem solving situations
• Students will recognize relevant information and review applications by checking work
• Students will understand the structure and logic of mathematics
• Students will clarify and demonstrate their understanding of mathematics through the use of manipulatives, reading, writing, listening, and speaking
• Students will problem solve by identifying the facts, pertinent information, variables, and different ways in which to solve problems by drawing pictures, making diagrams, using manipulatives, or working backwards
• Students will be challenged with meaningful, real world and complex problems that require the use of higher level thinking skills
• Students will be encouraged to create and develop their own problems for the class to solve
• Students will connect math across disciplines (music, dance, science, art, technology, and history)
• Teachers will develop students' skills using mathematical tools (protractors, calculators, computers, rulers and compasses)
• Teachers will employ various methodologies, beginning with concrete experiences designed to have students make connections with prior learning, and build upon that foundation through the use of abstract reasoning and problem solving
• Teachers will address the standards using a variety of materials and resources that include state adopted and staff selected text books aligned with the state framework, state standards, and California Core Standards
• Teachers will incorporate supplementary materials and manipulatives to extend student learning and conceptual learning
• Teachers will utilize the **Harcourt Mathematics** program as the primary tool for mathematics instruction

**Science**
Woodlake Elementary Community Charter students receive a vigorous curriculum that exceeds the state content standards for science. The science curriculum at Woodlake concentrates on three strands: Life Science, Physical Science, and Earth Science.
• Teachers will integrate science and writing by using Sandra Kaplan’s **DEPTH AND COMPLEXITY** icons such as the language of the discipline
• Students will hypothesize and develop experiments using the scientific method
• Students will perform hands-on experiments to further research and prove/disprove conjecture
• Students will theorize and view other subjects such as music and art as a scientist
• Students will understanding the need for eco-friendly products and life changes to improve our local and global community
• Teachers will teach the sciences as a cumulative process that builds upon prior knowledge and experiences as students progress through the grade levels
• During their annual outdoor education trip, fifth grade students will explore leadership teambuilding activities and the study of Native American culture and life skills, ecosystems, habitats, and flora/fauna
• Fifth grade students will investigate astronomy at the Griffith Park Observatory
• Currently Woodlake Teachers utilize the **FULL OPTION SCIENCE SERIES (FOSS)** from Delta Education and its state adopted textbook as the primary tool for science instruction to support students in meeting all state standards. FOSS kits are used in kindergarten through fifth grade. Commercial publication and teacher created materials are used as additional resources to deepen students’ in understanding of the state standards in science

**Social Studies**
Woodlake has a rigorous curriculum that is based on the state content standards and LAUSD framework for History/ Social Studies.
• The program is expanded and enriched through activities and lessons that are integrated through technology, language arts and the visual and performing arts
• Frequent opportunities are provided for students to learn about various ethnic populations in Southern California, the U.S., and the world
• Students are provided opportunities to share their language, cultural ideas, customs and heritage, thereby providing multicultural dimensions to curriculum
• 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 historical events over time and be able to find parallels and patterns
• Students will interpret geographical and historical information to draw conclusions
• Students will understand cause and effect of historical events
• Using role-play and interactive units, students will gain first-hand experiences
• Students will learn to research their own histories through their heritage, culture, family trees and traditions supported through field trips, research projects, and school wide events
• Currently Woodlake utilizes the Scott Foresman **HISTORY-SOCIAL SCIENCE** for California as the primary tool for instruction history and social science

**Technology**
“Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on afterthought or an event.” – Heide-Hays Jacobs, Educational Consultant, 2007.

All students’ needs are as diverse as their cultures. What is consistent is their need for universal access to our curriculum. With the technology available, each student will have the opportunity to access the curriculum at their required level, and grow at their own pace. In Southern California, public school funding has suffered tremendously. Our school district is not able to fund many of our basic needs.
Classroom-based technology centers with iPod Touches and desktop computers give the students a chance to learn reading, math, science, and social studies at a pace they can easily access through the technological resources available today.

- Woodlake will develop a rigorous curriculum based on the state content standards for technology
- Students will demonstrate written expression using word processing technology
- Students will use learning software such as KeySkills to develop academic skills in core subject areas
- Students will explore artistic applications appropriate to grade level with programs such as PowerPoint, KidSpiration and iMovie.
- Internet access enables students to broaden their research capabilities
- Students utilize digital photography and video to enhance classroom presentations
- Students will go to the computer lab and have access to additional technology in the classroom, including iPads, document readers, and projector capability.
- Students will work with data to identify and present information using Excel spreadsheets.
- Students will identify and choose relevant information to enhance research
- Students will utilize up-to-date sources of information relevant to study

**Health and Movement**

- Teachers will help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness.
- The physical education program provided to all grades follows the state standards, which the teachers implement. This mandated 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 Woodlake, we understand the importance of integrating the theory of physical education with organized and structured play and skills development.
- 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).

**Visual Arts - Music, Art, Drama, Dance**

Students exposed to the arts learn to think creatively and solve problems by imagining various solutions to problems 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. In 2000, Boston University’s Project Zero proved that “students who study the arts seriously are taught to see better, to envision, to persist, to be playful and learn from mistakes, to make critical judgments and justify such judgments.”

Woodlake Elementary Community Charter will continue to provide this essential, visual arts programming to all students. The following is a description of the arts 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.
Arts programs are fully incorporated into the grade-level curriculum, K-5, and meet and exceed the established California Content Standards. Qualified specialists are hired to teach these programs, which include dance, music, art, and drama.

**Music**

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

Music is also based on mathematical principles and proportions. When young children sing even the simplest songs, they absorb elements of math-repeated, measured patterns of tones, rhythms, and words without realizing it. Several Studies have confirmed this link. (*When Children Learn Rhythm, They are Learning Ratios, Fractions, and Proportions, Gordon Shaw, University of California, Irvine*).

- The music curriculum at each grade level supports the language arts, social studies, and science curricula while meeting the California State Music Standards.
- Students learn basic sheet music reading skills, recognition of auditory notes, and how to understand musical pacing.
- Students learn rhythm using sheet music, musical instruments such as maracas, tambourines, musical sticks, and drums, and are able to clap and sing in tempo. Grade levels will be given options as far as musical instrument use.

**Art - Touch of Art Program**

Several years ago, a Woodlake parent and professional artist/educator had a vision to introduce the elements of art and design, as well as some of the world’s greatest artists and their works to elementary school students. She conceived the current art program at Woodlake. Although the founder and her children have left Woodlake, the program she began is still flourishing and growing every year, bringing cultural knowledge to, and encouraging the imagination of, every student at Woodlake. Every year new projects and artists are added in an effort to stay current and challenge students in the areas of critical thinking, problem solving, cultural diversity and aesthetic composition.

**Current Program**

The *Touch of Art* program focuses on introducing students in grades K – 5 to the elements of art (line, shape, form, color, value and texture), the principles of design (proportion, balance, variety/emphasis, harmony/unity and rhythm/movement), the works of master artists, as well as world cultures and their representative art.

At least two art projects per month are taught at each grade level, unless the project spans several weeks. Volunteers attend a monthly training session to learn the projects and how to teach any specific art techniques or principles. Volunteers are given artist background information, biographies, and instruction on genres and art techniques. All student artwork is mounted and collated in a portfolio designed and decorated by the students to be displayed at Open House and sent home at the end of the school year. In addition, there is a fundraiser and gallery show held each year in the school library that displays the students’ framed artwork and makes it available to their families for purchase.

**Materials, Media and Artistic Techniques**

We incorporate as many types of media and materials as our current budget allows. This is a list of
media and materials that we currently use in our program:

- Papers: Construction paper, heavy watercolor paper, Bristol board, cardboard, tag board, tissue paper, scrapbooking paper, magazines, sheet music
- Fabrics and textiles: Felt, muslin, raffia, yarn, ribbon
- Wet media: Tempera paint, acrylic paint, glue mixed with tempera, watercolor wash, cloud clay, printing ink
- Dry media: Oil pastel, soft pastel, crayon, colored pencil, marker, Sharpie, charcoal, watercolor crayon, pan watercolor, pencil
- Other materials: foil, plaster strips, cardboard cones, buttons, brads, sticks, pipe cleaners, googly eyes, beads, sequins, found objects, ink rollers, foam sheets
- Visual aids: mirrors, figures, posters, art samples, wax fruit, flashlights

Artistic techniques are taught in accordance with California Visual Arts Standards according to grade level.

### Project Calendar

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<tr>
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<th>K</th>
<th>1</th>
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<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Jan</td>
<td>Piet Mondrian – Primary Colors Eric Carle – “Mister Seahorse”</td>
<td>Warm and Cool Hands</td>
<td>Chinese Lanterns Pastel Panda and Bamboo</td>
<td>Open</td>
<td>Open</td>
</tr>
<tr>
<td>Apr</td>
<td>Claude Monet – Bridge Asian Flowering Tree – Cherry Blossoms in tempera and tissue</td>
<td>Vases Still Life – black and white oil pastel Claude Monet – “Water Lilies”</td>
<td>Peter Max – “Statue of Liberty” Japanese Shoji Screen and HairuPoem</td>
<td>Fantasy Art – Outer space Joan Miro – Line squiggle art</td>
<td>Sistine Chapel paintings under the desk Landscape watercolor</td>
</tr>
<tr>
<td>May</td>
<td>Thumbprint Garden Student Portfolio</td>
<td>Book Cover Art Student Portfolio</td>
<td>Keith Haring – “Figures in Motion” Student Portfolio</td>
<td>Symmetry – Butterfly collage Student Portfolio Amadeo Modigliani – Self portrait Student Portfolio</td>
<td>Stuart Davis – Alphabet Art Student Portfolio</td>
</tr>
<tr>
<td>June</td>
<td>Jackson Pollack – Marble art</td>
<td>Faith Ringgold – Quilt</td>
<td>Jungle Tiger collage Printing with Ink – Muslin and Note cards</td>
<td>Foil Fish</td>
<td>Ink Beetles</td>
</tr>
</tbody>
</table>

Woodlake Elementary Community Charter - February 2012 44
**Funding**

*Touch of Art* is funded entirely by the Woodlake PTSA with a current budget of $6000 that includes parent training costs, program development and all materials/supplies for the program. Today, the program is about 90 percent volunteer-based. We currently have the smallest budget of all the Woodlake PTSA-funded student programs. We started small but there are big dreams and goals that are the undercurrent moving this program forward.

There is a tremendous potential to grow the program but we need more funding for better materials, museum and observation field trips, and professional artist training on new media/techniques. We would like to incorporate other forms of art such as sculpture, digital photography, multimedia presentation and storyboarding to name a few.

**Future**

In this digital age, communication and the way we do business is increasingly sophisticated. More than ever, we are engaging all our senses to persuade, evaluate, collaborate, understand, sell, negotiate, buy, explain, innovate, simplify, and problem solve. This is a language that must be learned and mastered if we want to continue to be a leader of nations. We have to be a nation of leaders. That means being great communicators, great thinkers and visionaries as well as great implementers. Programs like *Touch of Art* are where the competitive edge begins for our children. The ability to communicate, collaborate and create across cultural, sociological, educational and geographical boundaries is not an ancillary skill set. Although it is not necessarily a skill quantifiable in test scores, its measure is more broadly reaching. We know it when we see it. Every college and employer that wants to be great is interviewing for it. It is what has made things like skyscrapers, bridges, space flight and the internet possible. Our goal for every student at Woodlake is to introduce and cultivate these skills through the *Touch of Art* program that will enhance and support our academic curriculum and give our students a competitive edge in the world.
Addressing the California Content Standards

Woodlake Elementary Community Charter School’s curriculum plan conforms to the frameworks for California public schools. Instruction will be standards-based and assessed by the California Standards Tests as scheduled by the Department of Education and the Los Angeles School District. Woodlake Elementary Community Charter will collaboratively determine the extent to which they will implement District adopted curriculum and periodic assessments. Teachers use formative assessments aimed at meeting the California Content Standards in each subject area and to design intervention for students who are not meeting benchmarks. Woodlake’s Governing Board supports a well-established curriculum committee that is directly involved with the administration and School Leadership Committee in identifying and aligning curriculum, materials, instructional activities, interventions, and assessments aimed at meeting the California Content Standards in all subject areas. Student learning is the priority and focus of this committee’s work. Woodlake, as an affiliated LAUSD Charter School, will follow the California State Frameworks and the California Content Standards for curriculum delivery and student learning. These frameworks and standards will determine the scope and sequence of skills taught to the students. Students will be tested and graded upon these standards. Woodlake will use the California Content Standards for English Language Arts, ELD, Math, Science, Social Studies, Health, Physical Education, and visual and fine arts as the primary source for developing lessons. Currently Woodlake uses the same textbooks as a typical LAUSD school.
Textbooks and Other Instructional Resources to Be Used

- California Treasures
- Harcourt Math
- Foss Science/Delta Education
- Wolf Press
- Marilyn Burns
- Second Step
- Math Their Way
- Lessons in Character
- Health and Wellness
- Health Choices (Dairy Council)
- Scott Foresman California

Textbooks will be reviewed periodically to ensure functionality.

Daily Schedules by Grade Level

Kindergarten Typical Day

<table>
<thead>
<tr>
<th>Activity Time Block</th>
<th>Description</th>
<th>Integrated Opportunities For Program Enrichment</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| 8:00 – 8:30         | - Morning Business  
- Attendance  
- Marathon Kids walking  
- Flag Salute  
- Character Counts  
- Thought/Word for the day | - Learning math concepts  
- Patriotism  
- Character  
- Physical Fitness |
| 8:30 – 10:00        | - Lecture/discussion  
- Thematic unit extensions  
- Universal Themes  
- Holidays  
- Library  
- Computer Lab (Key Skills)  
- Cooperative Grouping  
- Differentiated curriculum for different learning groups  
- Hands-on, inquiry based instruction  
- Accumulation of student portfolio  
- Flexible Grouping | - Provide a stimulating, engaging & challenging environment for each and every student  
- Cross-disciplinary projects as means to enhance critical thinking, resourcefulness  
- Cross-disciplinary learning through the thoughtful use of technology to create an end product  
- Effective writing and speaking skills |
| 10:00 – 10:30       | Recess/Universal access | | |
| 10:30 – 11:00 Writer’s Workshop | - Writing Extensions  
- Universal Access  
- Thinking Maps  
- Thematic Unit Extensions  
- Differentiation (GATE, ELD, Resource), Intervention, Re-  
- Library  
- Computer Lab | - Grade level reading  
- Critical writing skills |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>11:00 – 12:00</td>
<td>Mathematics</td>
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<tr>
<td></td>
<td>- Harcourt</td>
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<td></td>
<td>- Touch Math</td>
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<td></td>
<td>- Cooperative Learning</td>
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<td></td>
<td>- Hands-on Manipulative Math</td>
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<td>- Intervention, Re-teach</td>
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<td></td>
<td>- Flexible Grouping</td>
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<td></td>
<td>- Hands-on equations</td>
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<td></td>
<td>- Math Their Way</td>
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<td></td>
<td>- Marilyn Burns</td>
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<td></td>
<td>- Marcy Cook</td>
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<td></td>
<td>- Hundred Day</td>
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<td></td>
<td>- Students reach benchmark, proficient or advanced levels of proficiency in District, State and/or teacher generated assessments</td>
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<tr>
<td>12:00 – 12:40</td>
<td>Lunch</td>
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<td></td>
<td>- Sustenance</td>
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<td></td>
<td>- Recycle</td>
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<td></td>
<td>- Blue Ticket – Character Education</td>
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<tr>
<td></td>
<td>- Global awareness</td>
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<tr>
<td></td>
<td>- Cooperative play</td>
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<td></td>
<td>- Character education</td>
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<tr>
<td>12:40 – 2:23</td>
<td>Afternoon Routine</td>
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<tr>
<td></td>
<td>- Standards-based curriculum</td>
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<tr>
<td></td>
<td>- Interactive/hands-on modalities to illuminate abstract concepts</td>
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<tr>
<td></td>
<td>- Mainstreaming of Special Ed students</td>
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<tr>
<td></td>
<td>- These days alternate to allow for a concentration of activity on alternating days</td>
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<tr>
<td></td>
<td>- State and District standards-based curriculum</td>
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<tr>
<td></td>
<td>- Interactive activities &amp; models</td>
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<tr>
<td></td>
<td>- Hands on science</td>
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<td></td>
<td>- Outdoor Kindergarten Garden</td>
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<td></td>
<td>- Simulations</td>
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<td></td>
<td>- Learning through the arts, music, multicultural dances, studying paintings</td>
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<td></td>
<td>- Exhibits and Presentations</td>
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<td></td>
<td>- Health</td>
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<tr>
<td></td>
<td>- Character Counts</td>
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<td></td>
<td>- Full integration of arts &amp; academics with real world examples</td>
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<td></td>
<td>- Food Drive</td>
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<td>- Toy Drive</td>
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## 1st Grade Typical Day

<table>
<thead>
<tr>
<th>Activity Time Block</th>
<th>Description</th>
<th>Integrated Opportunities For Program Enrichment</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8:00 – 8:10</strong></td>
<td>Morning Routine</td>
<td>Flag Salute Attendance</td>
<td></td>
</tr>
</tbody>
</table>
| **8:10 – 10:00**    | **Language Arts** | - Team teaching in flexible groups of standards-based content, enhanced with District Adopted Reading Program  
- Lecture/discussion  
- Team teaching  
- Departmentalized thematic unit extensions  
- Universal Themes  
- Holidays | - Cooperative Grouping  
- Differentiated curriculum for different learning groups  
- Accelerated Reader  
- Hands-on, inquiry based instruction  
- Literature circles  
- Accumulation of student portfolio  
- The Classics  
- Flexible Grouping  
- Author of the Month | - Provide a stimulating, engaging & challenging environment for each and every student  
- Cross-disciplinary projects as means to enhance critical thinking, resourcefulness  
- Cross-disciplinary learning through the thoughtful use of technology to create an end product  
- Effective writing and speaking skills |
| **10:00 – 10:20**   | **Recess**    |          |          |
| **10:20 – 10:40**   | **Marathon Running/Walking P.E.** |          |          |
| **10:40 – 11:00**   | **Writer’s Workshop** | - Writing Extensions  
- Thinking Maps  
- Thematic Unit Extensions  
- Differentiation (GATE, ELD, Resource), Intervention, Re-teaching Skills  
- ELD Instruction | - Library Media Center  
- Computer Lab  
- Reader’s Theater | - Grade level reading  
- Critical writing skills  
- Writing books |
| **11:00 – 11:55**   | **Mathematics** | - Harcourt  
- Touch Math  
- Departmentalized Instruction  
- Cooperative Learning  
- Hands-on Manipulative Math  
- Intervention, Re-teach  
- Digiblocks | - Flexible Grouping  
- Math Their Way  
- Marilyn Burns  
- Hundred Day | - Students reach benchmark, proficient or advanced levels of proficiency in District, State and/or teacher generated assessments  
- Refined teaching content with supplemental sources to create students who effectively apply math problem solving skills to real world scenarios |
| **11:55 – 12:35**   | **Lunch**     | - Sustenance  
- Recycle  
- Fitness Fridays  
- Library | - Green Team Recycling  
- Nutrition Partnership  
- Blue Ticket – Character Education | - Global awareness  
- Cooperative play |
| **12:35-2:23**      | **Afternoon** | - Standards-based curriculum  
- State and District standards-based curriculum | - Full integration of arts & academics with real world |
<table>
<thead>
<tr>
<th>Routine Art, Health, Social Studies, and Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Interactive/hands-on modalities to illuminate abstract concepts</td>
<td>- Interactive activities &amp; models</td>
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<tr>
<td>- Mainstreaming of Special Ed students</td>
<td>- Outdoor Garden Lab</td>
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<tr>
<td>- These days alternate to allow for a concentration of activity on alternating days</td>
<td>- Science Interactive Notebooks</td>
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<td></td>
<td>- Simulations</td>
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<td>- Learning through the arts, music, multicultural dances, studying photography and paintings</td>
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<td>- Exhibits and Presentations</td>
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<td>- History simulations</td>
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<td>- Field Trips</td>
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<td>- Expert Visits (i.e., police and fire department, nurse)</td>
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<td>- Health</td>
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<td></td>
<td>- Character Counts - Health</td>
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<td></td>
<td>- Second Step - Health</td>
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<td></td>
<td>- Community Outreach</td>
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<td>- Food Drive</td>
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<td>- Toy Drive</td>
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<td>Activity</td>
<td>Time Block</td>
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<td>8:00 – 8:15</td>
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<td>8:15 – 8:30</td>
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<td>8:30 – 10:00</td>
<td>Language Arts</td>
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<tr>
<td>10:00 – 10:20</td>
<td>Recess</td>
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<tr>
<td>10:20 – 10:40</td>
<td>Read aloud – Story Time</td>
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<td>10:40 – 11:00</td>
<td>Writer’s Workshop</td>
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<td>Universal Access</td>
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<td>11:00 – 11:55</td>
<td>Mathematics</td>
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<tr>
<td>11:55 – 12:35</td>
<td>Lunch/recess</td>
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<tr>
<td>12:35 – 1:00</td>
<td>Sustained Silent Reading/Catch Up Time (C.U.T.)</td>
</tr>
<tr>
<td>1:00 – 1:30</td>
<td>Library/Computer Lab/Art/Arts Prototype/Music/Kinder Buddies</td>
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<tr>
<td>1:30 – 2:00</td>
<td>Afternoon Routine</td>
</tr>
<tr>
<td></td>
<td>Health, Social Studies, and Science</td>
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<tr>
<td>Activity Time Block</td>
<td>Description</td>
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<tr>
<td>These days alternate to allow for a concentration of activity on alternating days</td>
<td>photography and paintings - Kinder Buddies</td>
</tr>
<tr>
<td><strong>2:00 – 2:20</strong></td>
<td>P.E.</td>
</tr>
<tr>
<td><strong>2:20 – 2:23</strong></td>
<td>Closing announcements</td>
</tr>
</tbody>
</table>
### 3rd Grade Typical Day

<table>
<thead>
<tr>
<th>Activity Time Block</th>
<th>Description</th>
<th>Integrated Opportunities For Program Enrichment</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| **8:00 – 8:15**     | Morning Routine | - Flag Salute  
- Attendance  
- D.L.R.  
- Journals  
- Sharing | - Students reach proficient or advanced levels of proficiency in District or State generated assessments  
- Students effectively apply math problem solving skills to real world scenarios |
| **8:15 – 10:00** Mathematics  
- Touch Math  
- Cooperative Learning  
- Hands-on Manipulative Math  
- Intervention, Re-teach  
- Grade level planning | - Cooperative Groupings  
- Conceptual Lessons  
- Integration of iPod Touches  
- Depth & Complexity prompts | - Provide a stimulating, engaging & challenging environment for each and every student  
- Cross-disciplinary projects as means to enhance critical thinking, resourcefulness  
- Effective writing and speaking skills  
- Students reach proficient or advanced levels of proficiency in District & State testing |
| **10:00 – 10:20**  | Recess | | |
| **10:20 – 12:30** Language Arts  
- Team teaching in flexible groups of standards-based content, enhanced with District Adopted Reading Program  
- Lecture/discussion  
- Team teaching  
- Departmentalized thematic unit extensions  
- Universal Themes  
- Big Question Board  
- Pair/share Learning  
- Cooperative Learning  
- Intervention  
- ELD Instruction  
- Thinking Maps | - Cooperative Grouping  
- Differentiated curriculum for different learning groups  
- Hands-on, inquiry based instruction  
- Accumulation of student portfolio  
- Flexible Grouping  
- Universal Access  
- Collaborative Learning  
- Integration of iPod touch  
Depth & Complexity prompts | |
| **12:35 – 1:15** Lunch  
- Sustenance  
- Recycle  
- Remediation | - Green Team Recycling  
- Group assistance | - Global awareness  
- Cooperative play |
| **1:15 - 2:23** Science/Art/Health/Social Studies  
- Standards-based curriculum  
- Interactive/hands-on modalities to  | - State and District standards-based curriculum  
- Interactive activities &  | - Full integration of arts & academics with real world examples  
- Community Outreach & |
<table>
<thead>
<tr>
<th>Activity Time Block</th>
<th>Description</th>
<th>Integrated Opportunities For Program Enrichment</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>illuminate abstract concepts</td>
<td>models</td>
<td>Partnerships with:</td>
</tr>
<tr>
<td></td>
<td>- Mainstreaming of Special Ed students</td>
<td>- Foss Kits</td>
<td>- Jumping for Heart</td>
</tr>
<tr>
<td></td>
<td>- These days alternate to allow for a concentration of activity on alternating days</td>
<td>- Simulations</td>
<td>- Toy Drive</td>
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<td>- Learning through the arts, music, multicultural dances, and paintings</td>
<td>- Safe Moves</td>
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<td>- Character Counts - Health</td>
<td>- Art Fair Showcase</td>
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<td>- Dairy Council - Health</td>
<td>- Corbin Orchestra</td>
</tr>
<tr>
<td></td>
<td>Integrated Enrichment</td>
<td></td>
<td>- City of Los Angeles –LAUSD Recycling Program</td>
</tr>
<tr>
<td></td>
<td>- PE</td>
<td></td>
<td>- Bullying Assembly</td>
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<tr>
<td></td>
<td>- Music</td>
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<td>- Kiwanis Club</td>
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<td></td>
<td>- Art Prototype</td>
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<td>- Theater</td>
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<td></td>
<td>- Computer Media Lab</td>
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<td></td>
<td>- Library</td>
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<tr>
<td></td>
<td>- Orchestra</td>
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<td>- Our group is unique in that we’ll have an enrichment program embedded into our daily lives. All students participate in the preceding programs on a weekly basis.</td>
<td>Express through various art forms, knowledge and understanding of other disciplines. Students will examine and formulate deeper understandings by integrating the arts specifically in dance and music.</td>
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</tbody>
</table>
### 4th Grade Typical Day

<table>
<thead>
<tr>
<th>Time Block</th>
<th>Activity</th>
<th>Description</th>
<th>Integrated Opportunities For Program Enrichment</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning Routine</strong></td>
<td><strong>8:00 – 8:30</strong></td>
<td>Morning Assembly held weekly</td>
<td>Attendance</td>
<td>- Encourage on time arrival to school</td>
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<tr>
<td></td>
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<td></td>
<td>Flag Salute</td>
<td>- Engage all community members in one setting</td>
</tr>
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<td></td>
<td>Journals</td>
<td>- Venue to dispense timely, critical initiatives</td>
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<tr>
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<td></td>
<td>Math Review</td>
<td>- Opportunity to celebrate and reflect on achievements</td>
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<td></td>
<td></td>
<td>- Includes participation of students with special needs</td>
</tr>
<tr>
<td><strong>8:30 – 10:00</strong></td>
<td><strong>Mathematics</strong></td>
<td>Harcourt</td>
<td>Flexible Grouping</td>
<td>- Refined teaching content with supplemental sources to create students who effectively apply math problem solving skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooperative Learning</td>
<td></td>
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<td></td>
<td></td>
<td>Hands-on Manipulative Math</td>
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<td></td>
<td>Intervention, Re-teach</td>
<td></td>
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<tr>
<td><strong>10:00 – 10:20</strong></td>
<td><strong>Recess</strong></td>
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<tr>
<td><strong>10:20 – 12:00</strong></td>
<td><strong>Treasures Reading &amp; Writing</strong></td>
<td>Team teaching in flexible groups of standards-based content, enhanced with District Adopted Reading Program</td>
<td>Accelerated Reader</td>
<td>- Cross-disciplinary projects as means to enhance critical thinking, resourcefulness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture/discussion</td>
<td>Hands-on, inquiry based instruction</td>
<td>- Cross-disciplinary learning through the thoughtful use of technology to create an end product</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Universal Themes</td>
<td>Accumulation of student portfolio</td>
<td>- Effective writing and speaking skills</td>
</tr>
<tr>
<td><strong>12:00 – 12:35</strong></td>
<td><strong>Writing</strong></td>
<td>Writing Extensions</td>
<td>Library</td>
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<td></td>
<td>Thinking Maps</td>
<td>Computer Lab</td>
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<td></td>
<td>Differentiation (GATE &amp; ELD), Intervention, Re-teaching Skills</td>
<td></td>
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</tr>
<tr>
<td><strong>12:35 – 1:15</strong></td>
<td><strong>Lunch</strong></td>
<td>Sustenance</td>
<td>Community Garden</td>
<td>- Grade level reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recycle</td>
<td></td>
<td>- Critical writing skills</td>
</tr>
<tr>
<td><strong>1:15 – 2:15</strong></td>
<td><strong>Science/Health/PE</strong></td>
<td>Standards-based curriculum</td>
<td>State and District standards-based curriculum</td>
<td>- Global awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interactive/hands-on modalities to illuminate abstract concepts</td>
<td>Interactive activities &amp; models</td>
<td>- Cooperative play</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mainstreaming of Special Ed students</td>
<td>Hands on Science</td>
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<tr>
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<td></td>
<td>Alternating days to allow for a concentration of activity</td>
<td>Outdoor Garden Lab</td>
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<td></td>
<td>Science Interactive Notebooks</td>
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<td></td>
<td>Learning through the arts, music, multicultural dances</td>
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<td>Field Trips</td>
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<td>Health</td>
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Woodlake Elementary Community Charter - February 2012
<table>
<thead>
<tr>
<th>Activity Time Block</th>
<th>Description</th>
<th>Integrated Opportunities For Program Enrichment</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:30</td>
<td>Morning Routine</td>
<td>Journals Math review Mainstreaming Special Ed Students</td>
<td>Encourage on time arrival to school Set learning goals Establish management goals</td>
</tr>
<tr>
<td>8:30 – 9:30</td>
<td>- Harcourt - Touch Math - Collaborative Instruction - Cooperative Learning - Hands-on Manipulative Math - Intervention, Re-teach</td>
<td>- Flexible Grouping - Hands-on - Manipulatives - Conceptual lessons</td>
<td>Students reach benchmark, proficient or advanced levels of proficiency in District, State and/or teacher generated assessments - Refined teaching content with supplemental sources to create students who effectively apply math problem solving skills to real world scenarios</td>
</tr>
<tr>
<td>9:30 – 10:00 &amp; 10:30 – 11:30</td>
<td>- Team teaching in flexible groups of standards-based content, enhanced with District Adopted Reading Program - Lecture/discussion - Team teaching - Thematic unit extensions - Universal Themes</td>
<td>- Cooperative Grouping - Differentiated curriculum for different learning groups - Hands-on, inquiry based instruction - Read Hand Book Discussion - Accumulation of student portfolio - Flexible Grouping</td>
<td>Provide a stimulating, engaging &amp; challenging environment for each and every student - Cross-disciplinary projects as means to enhance critical thinking, resourcefulness - Cross-disciplinary learning through the thoughtful use of technology to create an end product - Effective writing and speaking skills</td>
</tr>
<tr>
<td>10:00 – 10:20</td>
<td>Recess</td>
<td></td>
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</tr>
<tr>
<td>11:30 – 12:35</td>
<td>- Writing Extensions - Thinking Maps - Thematic Unit Extensions - Differentiation (GATE, ELD, Resource), Intervention, Re-teaching Skills - ELD Instruction</td>
<td>- Library - Computer Lab</td>
<td>Grade level reading Critical writing skills</td>
</tr>
<tr>
<td>12:35 – 1:15</td>
<td>Lunch</td>
<td>- Sustenance - Recycle - Library - Game Table - Student Council</td>
<td>Kinesthetic activities</td>
</tr>
<tr>
<td>1:15 – 2:15</td>
<td>Afternoon Routine</td>
<td>- Standards-based curriculum - Interactive/hands-on</td>
<td>State and District standards-based curriculum Interactive activities &amp;</td>
</tr>
<tr>
<td>Activity Time Block</td>
<td>Description</td>
<td>Integrated Opportunities For Program Enrichment</td>
<td>Outcomes</td>
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</tr>
<tr>
<td>Art, Health, Social Studies, and Science</td>
<td>modalities to illustrate abstract concepts</td>
<td>models</td>
<td>- Hands on Science</td>
</tr>
<tr>
<td></td>
<td>- Mainstreaming of Special Ed students</td>
<td>- Science Interactive Notebooks</td>
<td>- Simulations</td>
</tr>
<tr>
<td></td>
<td>- These days alternate to allow for a concentration of activity on alternating days</td>
<td>- Learning through the arts, music, multicultural dances, studying photography and paintings</td>
<td>- Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Exhibits and Presentations</td>
<td>- Character Counts - Health</td>
</tr>
</tbody>
</table>
Recruiting Qualified Teachers
Teachers will be recruited in accordance with District policy, procedures and collective bargaining agreements. Applicants will be asked to apply in accordance with Personnel Commission and District policies.

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

Integrating district professional development at the school site is the responsibility of the school principal. District initiatives are at the core of the district professional development. This includes, but is not limited to, State and Federal mandates, Response to Instruction and Intervention, English Language Learners, Mathematics, and English language arts instruction. The principal is responsible for following through on required professional development at the school site. Often these professional development topics arise out of a principal's meeting. Often they arise out of state or federal mandates. Topics and agenda on these items will change from year to year. It is the principal's job to deliver, document and submit completion of the mandated district and state professional development.

Teachers have the opportunity to participate in district workshops, University courses, and professional conferences to enhance their expertise as educators.

Evidence of Success with the Charter’s Targeted Population
Evidence shows that the proposed instructional program will be successful with Woodlake Elementary Community Charter’s targeted population based on data related to the current instructional program and student population.

With a focus on best practices in the instructional program, Woodlake Elementary Community Charter has maintained an API well over 800. Only 22 schools (4%) in the Los Angeles Unified School District met or exceeded the State’s performance goal of 800 API.

Each year, teachers offer 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. Twenty-three percent of our English Language Learner population reclassified during the 2010-2011 school year. Teachers utilize ongoing assessments, collaboration, and the Treasures English Language Development program to ensure our ELL students progress with a solid foundation in reading, writing, listening, and speaking.

All teachers, with direction from administration, adhere to each individual student’s IEP, as well as conduct SST’s (Student Success Team Meetings) for students who are struggling in academics and work habits. We also have a Teacher Parent Administrator Compact for students with behavior issues. SST meetings recognize the Response to Intervention (RTI) approach, by of assisting teachers to understand the important intervention strategies needed to enable all struggling students to meet grade level standards.

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.
An integral part of Woodlake Elementary Community Charter’s instructional program is dedicated to providing enriching and engaging experiences throughout the core curriculum. Woodlake’s teaching staff will infuse excitement, motivation, and high interest into the learning experiences of each and every child at school regardless of the child’s learning ability. Project-based learning will play an important role in the success of the targeted population.

**Meeting Needs of Specific Populations**

**English Language Learners**

By using LAUSD’s Master Plan as a guide, Woodlake Community Charter School will provide English Language Learners with opportunities for non-English speaking students to become proficient and fluent in the English language. Parents enrolling their child must complete a Home Language Survey as part of the registration packet. The Woodlake enrollment packet also includes the “Instructional Program for English Language Learners” brochure published by LAUSD that informs parents and guardians that English proficiency will be determined by the CELDT assessment. This initial and annual assessment will determine students’ eligibility, placement, and progress in the English Learner (EL) program. Additionally, the brochure gives a description of proficiency levels and highlights program options available for English Learners. Teachers at Woodlake Community Charter are authorized to teach English Language Learners under California and NCLB laws. Students in the EL program will participate in the Master Plan Survey. Teachers use the district-adopted “California Treasures” program, which blends EL instructional content with regular classroom instruction. All classroom teachers have been trained in practices such as SDAIE, Sheltered English Instruction, Thinking Maps, and vocabulary development. Professional development is ongoing to help teachers stay current with the latest research and strategies.

Specific instructional strategies used to assist English Learners include the use of realia, Total Physical Response, Pair Share, paraphrasing, Thinking Maps, cooperative learning, praise, scaffolding, imagery, reciprocal teaching, and KWL charts, as well as research based Cognitive Academic Language. English Learners are identified through the use of a combination of the Home Language Survey, teacher evaluation, and the California English Language Development Test (CELDT). The teacher will also complete an informal assessment of English skills in the classroom. If the determination is made that the child is likely an English Learner, the child is tested using the CELDT and the teacher assigns the child an ELD level based on the LAUSD portfolio system. Parents are notified of the designation and are asked to choose a program that they believe would best meet their child’s needs. Woodlake currently uses the English Immersion model, but students can be placed on bilingual waivers at the parent request. Parents are kept informed on the progress report as well as receiving official CELDT results on an annual basis.

Students classified with Limited English Proficiency (LEP) will be regularly graded on their progress towards ELL standards with the usual progress in grade-level ELA standards. Parents will be informed of each child’s progress throughout the year and at each reporting period. When a child progresses through the 5 levels of ELD, and scores an overall average of 3 or 4 with no sub-area below 3, and scores Basic on the CST ELA portion, the child is then ready for reclassification. On the 2010-2011 CST, Woodlake had 26.3% of ELL students scoring proficient in English Language Arts, and exceeding the LAUSD norm of 12%. In Math, 47.4% of ELL students scored in the proficient range or higher, compared to 23% district-wide.

**Socioeconomically Disadvantaged**

A major emphasis of the Woodlake outreach to diverse learners includes those not typically found in our attendance area and, in particular, those students identified as socioeconomically disadvantaged (SED).
Woodlake has approximately 65 students, or 11% of the student population, identified as socioeconomically disadvantaged. Of these students, 41% scored in the proficient to advanced range on the ELA portion of the CST. This compares to 33% in LAUSD with the same achievement. In mathematics, 63% of Woodlake’s economically disadvantaged students scored in the proficient to advanced range in comparison to just 34% in LAUSD achieving the same proficiencies. These success stories demonstrate Woodlake’s interest and achievements in addressing these at-risk students. Our goal is the demonstrated success of all students, regardless of economic status or advantage. Woodlake supports socioeconomically disadvantaged students through:

- Free and reduced lunch
- Access to technology
- Field trips
- Reading Intervention - Process Assessment of the Learner (PAL)
- After School Intervention
- Scholarships for enrichment
- Youth Services

**Gifted and Talented**

Students who demonstrate high achievement but who do not qualify for official identification as a Gifted And Talented Student (GATE) will be offered the same opportunities as identified Gifted And Talented Education students. Differentiated instruction, which meets or exceeds state and national guidelines, occurs school-wide. Teachers receive professional development in the use of Depth and Complexity icons, Bloom’s Taxonomy, Thinking Maps, and current research-based developments in educating the gifted and talented student.

Woodlake Elementary Community Charter emphasizes higher-level thinking skills by providing students with many opportunities to study the core curriculum with increased depth, complexity, and novelty. Classroom differentiation allows for individualized extensions of the curriculum, creative problem solving activities, and acceleration/compacting of the curriculum when appropriate. Students are encouraged to demonstrate their learning in creative and innovative ways that reflect the 21st century learner. Technology is used to help extend the curriculum with a computer lab, supplemented with classroom computers. Additional higher-level learning opportunities include independent and small group projects, as well as independent subject groups, wherein students work with challenging and above grade level materials. Student progress in the GATE program is assessed on an annual basis using LAUSD assessment tools. In 2010-2011, 97% of Woodlake GATE students scored in the proficient or advanced range on the English Language Arts section of the CST and 99% achieved the proficient and advanced levels in Mathematics.

**Low Achieving Students**

Woodlake Elementary Community Charter School is committed to maximizing the learning potential for low achieving students. High expectations are held for all of our students, including those who are identified as low achieving. Woodlake Charter firmly believes that all students are capable of succeeding, and provides identified low achieving students all of the additional scaffolding, resources, and strategies available. Providing multiple opportunities and pathways for low achieving students allows students to access the curriculum, make it comprehensible, and improve their potential for achievement. Throughout the school year, low achieving students are identified and closely monitored to improve progress and performance. This information is used by teachers to plan teaching methodologies, collaborate with colleagues to support student learning, and target instruction to provide maximum opportunities for learning and growth. A portfolio is created for each student to monitor progress toward achieving grade level standards. Throughout the year, the principal is actively involved through communication and classroom visits to help monitor and assist the progress of the low achieving students. The goal is to have students transition from low achieving status into the proficient
level of achievement on the CST.
To reach this goal, students receive specific, concentrated instruction in their identified areas of need. Teachers address the needs of low achieving students with the use of quality first teaching and the three-tiered approach to RtI². This approach includes Tier 1, (Core Curriculum and Instruction), Tier2, (Strategic or Supplemental Instruction and Intervention), and Tier 3, (Intensive Instruction and Intervention). Strategies may include individual, pair, and small group instruction, pre-teaching/re-teaching of curricular content, repetition, and additional time and practice to grasp concepts. These instructional strategies, along with the reflective model, are implemented with high intensity, duration and frequency as needed. Woodlake Elementary Community Charter is staffed by an intervention teacher who works directly with classroom teachers to provide in-class support and intervention outside of the classroom. Additionally, low achieving students receive support from a weekly after school tutoring program. Student Success Team (SST) meetings are held with classroom teachers, parents, the resource teacher and an administrator. Together the team gathers information, identifies needs, and creates a plan to help the student access the curriculum successfully in the classroom.

**Special Education Program**
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.

**LAUSD-Specific Language**

*Modified Consent Decree Requirements*
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 Chandra Smith Modified Consent Decree (MCD) and other court orders imposed upon LAUSD 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 MCD, 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 are as follows:

1. The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
2. Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
3. CBEDS, which is due at the end of October each school year.
4. All students enrolled December 1 of each school year, due at the end of December every school year.
5. Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June 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.

Woodlake currently uses the Integrated Student Information System (“ISIS”) as required by the MCD.

Conversion Affiliated Charter

Charter School Special Education Responsibilities

General Requirements
The Charter School will adhere to the provisions of the ADEA and California Special Education
Laws and regulations to assure that all students with disabilities are accorded a free appropriate
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 Chandra 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 at the District 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 the 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 IEP’s in a timely manner as necessary to comply with
State, 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 IEP’s of the students enrolled at the Charter School.

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. If space is available, traveling students will have the option to attend.

**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.

**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.

**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.

**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 middle school in accordance with District policies and procedures.

**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.

**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).

**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 in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

**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.

**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.
Element 2 – Measureable 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 skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 247605(b)(8)

Academic Performance Index/Adequate Yearly Progress/CST Scores

As an LAUSD neighborhood school with affiliated charter status, Woodlake Elementary Community Charter achievement shall be measured and scrutinized in the same manner as any typical elementary school that is part of LAUSD using CST as a measure to determine growth and achievement. Periodic benchmark assessments are used to evaluate student learning in both English Language Arts and in Mathematics. The California Department of Education provides API reports as part of the Accountability Progress Reporting (APR) system. The APR system provides an integrated approach to reporting results for the state and federal accountability requirements and includes information about Woodlake Elementary Community Charter and numerically significant subgroups. Woodlake Elementary Community Charter School will rely on the state of California to provide API information for this charter implementation.

The Annual Percentage Index (API) charts below are a comparison of Woodlake Elementary Community Charter, 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 Base-Growth Comparison with the District and State

Table 3 API Base-Growth Comparisons of the School with the District and State

<table>
<thead>
<tr>
<th>Sub-Group Description</th>
<th>Num Significant</th>
<th>API Base</th>
<th>API Growth</th>
<th>Growth Target</th>
<th>Actual Growth</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole School</td>
<td>N/A</td>
<td>864</td>
<td>859</td>
<td>0</td>
<td>-5</td>
<td>No</td>
</tr>
<tr>
<td>African Americans</td>
<td>No</td>
<td>772</td>
<td>829</td>
<td>0</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>American Indians</td>
<td>No</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Asians</td>
<td>No</td>
<td>824</td>
<td>882</td>
<td>0</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Filipinos</td>
<td>No</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Hispanics</td>
<td>Yes</td>
<td>781</td>
<td>805</td>
<td>5</td>
<td>24</td>
<td>Yes</td>
</tr>
<tr>
<td>Pacific Islanders</td>
<td>No</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Whites</td>
<td>Yes</td>
<td>898</td>
<td>875</td>
<td>0</td>
<td>-23</td>
<td>No</td>
</tr>
<tr>
<td>Socioecon Disadvtd</td>
<td>Yes</td>
<td>774</td>
<td>771</td>
<td>5</td>
<td>-3</td>
<td>No</td>
</tr>
<tr>
<td>Students W/Disabilities</td>
<td>No</td>
<td>608</td>
<td>558</td>
<td>0</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>No</td>
<td>778</td>
<td>749</td>
<td>0</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>No</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
Desired Outcome of the School’s Instructional Program

- **Language Arts:** Students will be effective communicators able to write, read, listen and speak effectively in accordance with the core standards. Students will incorporate the language arts skills across the curriculum, through science inquiries, math journals, and social studies presentations. Students will enhance their language skills using multi-media tools to expand and communicate their knowledge. Woodlake Elementary Community Charter will increase the percentage of students scoring proficient or advanced on the CST in English Language Arts by 9%. At least 70% percent of students in grades k-5 will score a “3” or “4” on the LAUSD rubric in the core curriculum areas in each grading period. Increase CELDT 3% in EL’s scoring proficient in language arts.

- **Mathematics:** Students will develop an understanding and ability to apply mathematical reasoning, analytic and symbolic processing, arithmetic, and pre-algebra in accordance with the core standards. Through enriching, engaging, hands-on activities, students will develop an understanding of mathematical processes and the ability to apply those processes to solving real world math problems. Woodlake Elementary Community Charter students will increase the percentage of students scoring proficient or advanced on the CST in Mathematics by 9%. At least 70% percent of students in grades K-5 will score a “3” or “4” on the LAUSD rubric in the core curriculum areas in each grading period. Increase CELDT 3% in EL’s scoring proficient in math.

- **Science:** Students will become proficient by participating in inquiry-based experiments in the various strands of science, such as Physical Science, Life Science, Earth Science, and Ecology. Students will engage in hands-on critical thinking experiments that will enable them to make decisions and draw conclusions about the world they live in in accordance with the core standards. Woodlake Elementary Community Charter will increase the percentage of 5th grade students scoring proficient or advanced on the CST in Science by 9%. At least 70% percent of students in grades K-5 will score a “3” or “4” on the LAUSD rubric in the core curriculum areas in each grading period.

- **History and Social Studies:** Students will demonstrate an understanding and appreciation of cultural diversity, recognizing the similarities and differences reflected in various perspectives in accordance with the core standards. They will demonstrate an understanding of the origins, functions, and governments of various populations. At least 70% percent of students in grades K-5 will score a “3” or “4” on the LAUSD rubric in the core curriculum areas in each grading period.

- **Technology:** Students will utilize word processing, Internet research, online math resources, video recording, photography, and additional classroom technology to enhance the core curriculum and prepare them for a technologically advanced society. Students will be familiar with a variety of applications to accomplish goals in all disciplines including spreadsheets, visual and audio animation, Photoshop and PowerPoint. Students will understand the use of current technology and its real world applications.

- **Arts:** Students will develop knowledge of and appreciation for arts such as music, visual arts, theatre, and dance in accordance with the core standards. The arts will be incorporated throughout the academic curriculum. At least 70% of students in grades K-5 will score a “3” or “4” on the LAUSD rubric in the core curriculum areas in each grading period.

- **Physical Education:** Students will understand how to build a healthy and balanced body and mind through regularly scheduled time for psycho-motor skill development. These skills will be addressed through various activities and performances that demonstrate the Physical Education standards. At least 70% percent of students in grades K-5 will score a “3” or “4” on the LAUSD rubric in the core curriculum areas in each grading period.
- Overall increase for English Learner students will increase their scores by 3% in English Language Arts and Math on the CST. The EL reclassification rate will also increase by 3%.

### Methods for Assessing Attainment of Student Outcomes

**Table 4 Methods for Assessing Attainment of Student Outcomes**

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>INSTRUCTIONAL STRATEGIES/ACTIVITIES TO IMPLEMENT</th>
<th>PROCESS FOR EVALUATION OF IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>- Think-pair share activities in small groups to allow for student growth</td>
<td>- CST and CMA</td>
</tr>
<tr>
<td></td>
<td>- Thinking Maps</td>
<td>- DIBELS</td>
</tr>
<tr>
<td></td>
<td>- Clear classroom expectations and routines.</td>
<td>- CELDT</td>
</tr>
<tr>
<td></td>
<td>- Systematic, explicit instruction in decoding, fluency, vocabulary, and comprehension skills.</td>
<td>- Core K12 Periodic Assessments</td>
</tr>
<tr>
<td></td>
<td>- Research-based Tier 3 reading intervention in small group format (PAL: Process Assessment of the Learner)</td>
<td>- Treasures’ End of Unit Assessments</td>
</tr>
<tr>
<td></td>
<td>- Provide high interest materials and stories to foster reading comprehension skills.</td>
<td>- CBA</td>
</tr>
<tr>
<td></td>
<td>- Student-centered learning to increase motivation and higher level thinking.</td>
<td>- Student work samples</td>
</tr>
<tr>
<td></td>
<td>- Accountable talk to increase understanding of language arts material.</td>
<td>- Teacher Observations</td>
</tr>
<tr>
<td></td>
<td>- Supplemental decoding and fluency materials to help advance students in phonemic awareness, decoding, fluency, vocabulary, and reading comprehension.</td>
<td></td>
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<tr>
<td></td>
<td>- Professional Development in the use of technology, equipment, and strategies for differentiated instruction and targeted RTI2 interventions.</td>
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<tr>
<td></td>
<td>- After school intervention provided by highly qualified teachers for students not meeting benchmark in ELA</td>
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<td></td>
<td>- Teacher’s target student’s individual learning styles to increase their ability to perform in ELA.</td>
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<td></td>
<td>- Integrate various learning modalities within lessons to reach multiple learning styles within each classroom.</td>
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<tr>
<td></td>
<td>- Train paraprofessionals to use research-based reading intervention strategies in the classroom and during small group instruction in ELA.</td>
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<tr>
<td></td>
<td>- Use of technology (Dragon Dictation, computers, Ipdas) to increase students writing fluency in order to advance organizational and higher level thinking skills.</td>
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<tr>
<td></td>
<td>- Classroom targeted intervention in specific skill domains using supplemental lessons through Treasures.</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>- Teachers will implement standard-based core curriculum, differentiate instruction to provide access to the curriculum for all students, and use frequent</td>
<td>- Periodic District assessments</td>
</tr>
<tr>
<td></td>
<td>- Periodic District assessments</td>
<td>- Harcourt Math resources/assessments</td>
</tr>
</tbody>
</table>

Woodlake Elementary Community Charter - February 2012
<table>
<thead>
<tr>
<th>CONTENT</th>
<th>INSTRUCTIONAL STRATEGIES/ACTIVITIES TO IMPLEMENT</th>
<th>PROCESS FOR EVALUATION OF IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>progress monitoring to develop targeted, skill specific RTI2 instruction.</td>
<td>- CST/CMA scores</td>
</tr>
<tr>
<td></td>
<td>- Teachers will analyze CST/CMA data, Core K12 Periodic Assessments, Harcourt Unit Assessments, and teacher/classroom assessments to guide instruction.</td>
<td>- Teacher assessments and observations</td>
</tr>
<tr>
<td></td>
<td>- Teachers will meet for grade level collaboration during regular school time and outside regular school time to analyze data, organize universal access groups, design grade-level lessons and targeted Tier 2 interventions for identified at-risk students.</td>
<td>- Parent participation and feedback</td>
</tr>
<tr>
<td></td>
<td>- Teachers will provide after school intervention for students not meeting benchmark in math.</td>
<td>- Collaboration/feedback among school personnel and volunteers</td>
</tr>
<tr>
<td></td>
<td>- Provide supplemental materials for students not meeting proficiency to accelerate learning and close the achievement gap.</td>
<td>- Work samples/portfolio</td>
</tr>
<tr>
<td></td>
<td>- Use the Learning Center for targeted research-based Tier 3 intervention following SST recommendations.</td>
<td>- My Data</td>
</tr>
<tr>
<td></td>
<td>- Teachers will to develop their expertise through ongoing professional development that supports increased student achievement and improved practice, the use of technology, and strategies for differentiated instruction and targeted RTI2 interventions.</td>
<td>- School Performance Meter</td>
</tr>
<tr>
<td></td>
<td>- Application lessons geared to real life situations</td>
<td></td>
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<td></td>
<td>- Small group instruction with teachers, paraprofessionals, and volunteers.</td>
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<tr>
<td></td>
<td>- Use of effective instructional strategies (e.g., visuals, manipulatives, realia, thinking maps, journals, think/pair/share, Marcia Tate Strategies, SADIE, CRRE, RTI2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Homework Club</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>- Hypothesize and develop experiments utilizing scientific method</td>
<td>- District periodic assessments</td>
</tr>
<tr>
<td></td>
<td>- Further research and prove/disprove conjectures</td>
<td>- CST (fifth grade)</td>
</tr>
<tr>
<td></td>
<td>- Integrate science and writing by using the language of the discipline</td>
<td>- FOSS assessments</td>
</tr>
<tr>
<td></td>
<td>- “Think like a Disciplinarian” to theorize and view other subjects such as music, art, and history as a scientist</td>
<td>- Use hands-on experiments in science lab</td>
</tr>
<tr>
<td></td>
<td>- Understand the need for eco-friendly products and life changes to better our local and global community</td>
<td>- Teachers developed assignments, tests, and activities</td>
</tr>
<tr>
<td></td>
<td>- Achievement of grade level standards and framework strands</td>
<td>- Field Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Interactive Units and simulations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Portfolios</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Science Interactive Notebook</td>
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<tr>
<td></td>
<td></td>
<td>- Exhibits and Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Student run garden</td>
</tr>
<tr>
<td>Social Studies</td>
<td>- Understanding Cause and effect</td>
<td>- Scott-Foresman unit assessments</td>
</tr>
<tr>
<td></td>
<td>- Relating over time</td>
<td>- Teacher developed assignments,</td>
</tr>
<tr>
<td>CONTENT</td>
<td>INSTRUCTIONAL STRATEGIES/ACTIVITIES TO IMPLEMENT</td>
<td>PROCESS FOR EVALUATION OF IMPLEMENTATION</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>- Finding parallels and patterns</td>
<td>tests, and activities</td>
</tr>
<tr>
<td></td>
<td>- Critical thinking skill</td>
<td>- Field Studies</td>
</tr>
<tr>
<td></td>
<td>- Critical reading skills</td>
<td>- Interactive Units and simulations</td>
</tr>
<tr>
<td></td>
<td>- Interpreting information to draw conclusions</td>
<td>- Virtual/digital field trips</td>
</tr>
<tr>
<td></td>
<td>- Using role play and interactive units to gain “first hand” experiences</td>
<td>- Portfolios</td>
</tr>
<tr>
<td></td>
<td>- Achievement of grade level standards and framework strands</td>
<td>- Exhibits and Presentations</td>
</tr>
<tr>
<td>Technology</td>
<td>- Use of internet for research</td>
<td>- Integration of the Arts</td>
</tr>
<tr>
<td></td>
<td>- Communication/Broadcasting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Promethean ActivBoards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Portfolio creation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Use of Applications such as word processing and spreadsheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Use of artistic applications and software such as Garage Band, IMovie, Photoshop, ComputerWise Kids, Pearson Successnet, Typing Tutor, Student produced books, Tux Paint, Google Earth, and Google Websites</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Achievement of grade level standards and framework strands</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>- School wide fitness program</td>
<td>- Teacher-developed assignments, tests, and activities</td>
</tr>
<tr>
<td></td>
<td>- Teach nutrition/exercise to create a culture of lifelong, healthy lifestyle choices</td>
<td>- Portfolios</td>
</tr>
<tr>
<td></td>
<td>- We focus on mental health by offering emotional and social well-being of every child using social skills training, such as Second Step, small group support with school-site psychologist, outside internship program which provides counseling services</td>
<td>- Presentations</td>
</tr>
<tr>
<td></td>
<td>- Strategies for strengthening friendship skills, such as the Kinder Buddy program and games, such as board games or yard games at recess and lunch facilitated by an instructional aide</td>
<td>- Inquiry based projects</td>
</tr>
<tr>
<td></td>
<td>- Social behavior and norms are reinforced by Play leaders who maintain fair play and game rules on the playground</td>
<td>- Digital portfolios</td>
</tr>
<tr>
<td></td>
<td>- Behavior reflection charts to be completed at time of conflict to create awareness of child’s own behavior, reasoning, and consequences</td>
<td>- Presentations and Project exhibits</td>
</tr>
<tr>
<td></td>
<td>- Achievement of grade level standards and framework strands</td>
<td>- Encouraging green awareness reducing water usage through digital communication and project production</td>
</tr>
<tr>
<td></td>
<td>- Presidential Fitness Test</td>
<td>- Use of Library Media Center</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>- Challenge students to express themselves in a variety of art forms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Develop a working vocabulary of the arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Inspire teamwork through peer collaboration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Expose students to performance programs through field trips or school wide assemblies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Level of student participation</td>
<td>- Formal and informal assessments such as teacher</td>
</tr>
<tr>
<td></td>
<td>- Formal and informal assessments such as teacher</td>
<td>- observation and/or work samples</td>
</tr>
<tr>
<td></td>
<td>- Quizzes on vocabulary</td>
<td>- Use of art journals and portfolios</td>
</tr>
<tr>
<td>CONTENT</td>
<td>INSTRUCTIONAL STRATEGIES/ACTIVITIES TO IMPLEMENT</td>
<td>PROCESS FOR EVALUATION OF IMPLEMENTATION</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>- Continue our school chorus</td>
<td>- Peer evaluation, beginning critique and feedback</td>
</tr>
<tr>
<td></td>
<td>- Create a learning experience involving applied use of musical instruments</td>
<td>- Students will write about their viewing and creating</td>
</tr>
<tr>
<td></td>
<td>- Introduce three-dimensional art, such as ceramics</td>
<td>- experiences using the language of the discipline</td>
</tr>
<tr>
<td></td>
<td>- Achievement of grade level standards and framework strands</td>
<td>- Community Tile Wall/ Murals</td>
</tr>
<tr>
<td>English Language</td>
<td>- Professional Development to understand ELD program/processes and strategies for instruction/language acquisition</td>
<td>- ELD Portfolios</td>
</tr>
<tr>
<td></td>
<td>- SDAIE strategies to facilitate learning</td>
<td>- CELDT</td>
</tr>
<tr>
<td></td>
<td>- ESL strategies to advance vocabulary and applications to language</td>
<td>- CST/CMA</td>
</tr>
<tr>
<td></td>
<td>- Paraprofessional support</td>
<td>- My Data</td>
</tr>
<tr>
<td></td>
<td>- Support for ELD and vocabulary development in Resource/Learning Center/PAL Tier 3 intervention for students not meeting ELA benchmarks</td>
<td>- EL monitoring roster (Master Plan)</td>
</tr>
<tr>
<td></td>
<td>- ELD Portfolio monitoring</td>
<td>- DIBELS</td>
</tr>
<tr>
<td></td>
<td>- My Data progress monitoring</td>
<td>- School reclassification data</td>
</tr>
<tr>
<td></td>
<td>- Second language parent support through community representative</td>
<td>- Treasures EL resources and progress monitoring</td>
</tr>
<tr>
<td></td>
<td>- Use of technology/hardware and software to increase language acquisition and academic progress</td>
<td>- Periodic assessments (teacher and district)</td>
</tr>
<tr>
<td></td>
<td>- After school intervention program to improve language skills and applications to curriculum</td>
<td>- Student work samples</td>
</tr>
<tr>
<td></td>
<td>- Master Plan data analysis</td>
<td>- Teacher observations</td>
</tr>
<tr>
<td></td>
<td>- Progress monitoring by teachers and paraprofessioness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Marcia Tate strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Classroom strategies to increase language acquisition (buddy system, word games, seating, labeling, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Use of Thinking Maps to enhance vocabulary and classification skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- RTI2 Tier 2 intervention for students acquiring language but not advancing in ELD levels</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Grade Level meetings/peer coaching/visitation to other schools so teachers can collaborate on strategies and teaching models</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- ELD component of Treasures (instruction and progress monitoring)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Referral to LAT of students with limited progress</td>
<td></td>
</tr>
</tbody>
</table>
**Specific and Realistic Achievement Targets**

Woodlake Elementary Community Charter has enjoyed growth in its API score over the last three years. In 2012 Woodlake Elementary Community Charter’s goal will be to increase our current API score of 864 with a minimum three point gain per year.

Our CST goal at the end of our year is at least 75% proficient in ELA and at least 80% proficient in Math.

<table>
<thead>
<tr>
<th>Year</th>
<th>API Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>864</td>
</tr>
<tr>
<td>2010</td>
<td>866</td>
</tr>
<tr>
<td>2009</td>
<td>846</td>
</tr>
<tr>
<td>2008</td>
<td>847</td>
</tr>
</tbody>
</table>

In addition, the school is committed to improving its Similar Schools API ranking. In 2009 and 2010, Woodlake ranked number one in its comparison to other schools in the District. In 2010 this ranking increased, illustrating that even though we have been successful there are many areas that need to be improved.

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide API Rank</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Similar Schools API Rank</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

We have four subgroups that are not considered significant to the state based on our CST data. These subgroups are African American, Asian, English Learners, and Students with Disabilities. The Asian subgroup has a significantly larger percentage of students scoring proficient and advanced on the CST than any other subgroup including the White subgroup. The African American and Latino subgroups have approximately 60% of the students scoring proficient and advanced on the CST. The English Learners and Students with Disabilities (SWD) subgroups have approximately 30% of the students scoring proficient and advanced on the CST. We are committed to closing the achievement gap for the subgroups not scoring proficient and advanced at the same rate as the school’s overall rate. We have put in place several programs to provide support for these students so they can meet proficiency requirements on District Periodic Assessments and the CST. Such supports include After-School Tutoring, Homework Club, Tier 3 Intervention, Learning Center, Computer Lab Skill Building Programs, California Treasures Universal Access Tier 2 Intervention, and Specific Targeted Grade Level Skill Instructional Activities collaboratively designed by the teachers based on data and student work. In accordance with LAUSD policy, all EL students will be held to the high expectation of advancing one ELD level per year and advancing one level per year on the CELDT. English Learners will be identified through the LAUSD Home Language Survey, teacher observation, and the CELDT test. Students not identified EO
or IFEP will take the CELDT annually and move through the LAUSD EL Portfolio levels 1 – 5. Our goal is to increase the percentage of English Learners scoring early advanced and advanced on the CELDT by 3% annually and to increase the English Learners scoring proficient or advanced on the CST in English Language Arts and Math by 3% annually.

**Student Attendance**

School attendance is extremely important for students to make adequate yearly progress. Woodlake Elementary Community Charter will adopt the attendance goal set forth in the LAUSD Performance Meter for All Youth Achieving in attendance, which is 100%. Attendance rates at Woodlake are in the 70% range. 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 – Far Below Basic
  - Intensive interventions, specific and individualized plans, educational alternatives/options, case-management/mentor support

- **Selected Level (At Risk)** – 10-15% of the school
  - 87-91% in-seat (15-22) = 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 to 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 throughout the year. Phone calls and letters will be mailed home on a periodic as needed basis.

**Attendance Requirements**

Woodlake Elementary Community Charter will adhere to the required minimum 319 minutes per day on regular instruction days during 180 days of school instruction. There are also minimum days and shortened days throughout the year which follow the Bell Schedule on page 33. Minutes fluctuate based on LAUSD approved schedule of total instructional hours.
### Performance Meter

#### Woodlake Elementary Community Charter - February 2012

<table>
<thead>
<tr>
<th>GOAL 1: 100% GRADUATION</th>
<th>School Baseline</th>
<th>School Annual Target</th>
<th>LAUSD Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Four-Year Cohort Graduation Rate</td>
<td>60%</td>
<td>63%</td>
<td>70%</td>
</tr>
<tr>
<td>B. Students On-Track for Meeting A-G Requirements</td>
<td>38%</td>
<td>50%</td>
<td>75%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 2: PROFICIENCY FOR ALL</th>
<th>School Baseline</th>
<th>School Annual Target</th>
<th>LAUSD Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. English Language Arts, Elementary</td>
<td>66%</td>
<td>58%</td>
<td>72%</td>
</tr>
<tr>
<td>B. English Language Arts, Secondary</td>
<td>45%</td>
<td>50%</td>
<td>54%</td>
</tr>
<tr>
<td>C. Mathematics, Elementary: Proficient &amp; Advanced</td>
<td>74%</td>
<td>74%</td>
<td>73%</td>
</tr>
<tr>
<td>D. Mathematics, Secondary: Proficient &amp; Advanced</td>
<td>36%</td>
<td>41%</td>
<td>47%</td>
</tr>
<tr>
<td>E. 3rd Grade Proficiency Rate in English Language Arts</td>
<td>51%</td>
<td>57%</td>
<td>61%</td>
</tr>
<tr>
<td>F. Proficiency in Algebra</td>
<td>38%</td>
<td>47%</td>
<td>55%</td>
</tr>
<tr>
<td>G. Reclassification Rates</td>
<td>19%</td>
<td>8%</td>
<td>17%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 3: 100% ATTENDANCE</th>
<th>School Baseline</th>
<th>School Annual Target</th>
<th>LAUSD Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Percentage of students with 96% or higher attendance</td>
<td>63%</td>
<td>51%</td>
<td>55%</td>
</tr>
<tr>
<td>B. Percentage of staff with 96% or higher attendance</td>
<td>61%</td>
<td>50%</td>
<td>63%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 4: PARENT AND COMMUNITY ENGAGEMENT</th>
<th>School Baseline</th>
<th>School Annual Target</th>
<th>LAUSD Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Percentage of parents who talk with the teacher about their child's schoolwork</td>
<td>59%</td>
<td>66%</td>
<td>64%</td>
</tr>
<tr>
<td>B. Parent participation on School Experience Surveys</td>
<td>20%</td>
<td>23%</td>
<td>29%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 5: SCHOOL SAFETY</th>
<th>School Baseline</th>
<th>School Annual Target</th>
<th>LAUSD Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional days lost to suspension</td>
<td>43,506</td>
<td>41,006</td>
<td>38,506</td>
</tr>
<tr>
<td>B. % of students who feel safe on school grounds (agree or strongly agree)</td>
<td>94%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>86%</td>
<td>88%</td>
<td>90%</td>
</tr>
</tbody>
</table>
### GOAL 3: 100% Attendance

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>93.5%</td>
<td>95.3%</td>
<td>1.7</td>
</tr>
<tr>
<td>Student</td>
<td>95.0%</td>
<td>95.2%</td>
<td>0.2</td>
</tr>
<tr>
<td>Percentage with at Least 95% Attendance</td>
<td>93.3%</td>
<td>95.6%</td>
<td>2.3</td>
</tr>
</tbody>
</table>

### GOAL 4: Parent and Community Engagement

<table>
<thead>
<tr>
<th>Parent Survey</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Parents who responded</td>
<td>23.1%</td>
<td>28.8%</td>
<td>5.7</td>
</tr>
<tr>
<td>% of Parents who participated</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>% of Parents who felt welcome at school</td>
<td>94.4%</td>
<td>97.2%</td>
<td>2.8</td>
</tr>
</tbody>
</table>

### GOAL 5: School Safety

<table>
<thead>
<tr>
<th>Student Survey</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students Suspended</td>
<td>77.3%</td>
<td>94.4%</td>
<td>17.1</td>
</tr>
<tr>
<td>% of Students who felt safe on school property</td>
<td>94.2%</td>
<td>91.4%</td>
<td>-2.8</td>
</tr>
</tbody>
</table>

### GOAL 6: Proficiency For All

<table>
<thead>
<tr>
<th>English Learner Progress</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Proficient on CELDT</td>
<td>56.3%</td>
<td>57.8%</td>
<td>1.5</td>
</tr>
<tr>
<td>Reading Basic or Below on CST ELA</td>
<td>65.5%</td>
<td>63.3%</td>
<td>-2.2</td>
</tr>
<tr>
<td>Reading Basic or Below on CST ELA</td>
<td>57.3%</td>
<td>58.8%</td>
<td>1.5</td>
</tr>
</tbody>
</table>

### GOAL 7: Student Transitions

<table>
<thead>
<tr>
<th>Students With Disabilities (SWD)</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Basic and Above</td>
<td>52.8%</td>
<td>50.0%</td>
<td>-2.8</td>
</tr>
<tr>
<td>% Basic and Above</td>
<td>54.7%</td>
<td>52.3%</td>
<td>-2.4</td>
</tr>
</tbody>
</table>

### GOAL 8: CST TRENDS: English Language Arts

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Proficient &amp; Advanced</td>
<td>86.7%</td>
<td>87.3%</td>
<td>0.6</td>
</tr>
<tr>
<td>% Proficient &amp; Advanced</td>
<td>90.0%</td>
<td>90.5%</td>
<td>0.5</td>
</tr>
</tbody>
</table>

### GOAL 9: CST TRENDS: Mathematics

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Proficient &amp; Advanced</td>
<td>89.0%</td>
<td>89.5%</td>
<td>0.5</td>
</tr>
<tr>
<td>% Proficient &amp; Advanced</td>
<td>90.5%</td>
<td>90.7%</td>
<td>0.2</td>
</tr>
</tbody>
</table>

### GOAL 10: CALIFORNIA STANDARDS TESTS (CST) (2010-11)

<table>
<thead>
<tr>
<th>Change in Progress</th>
<th>Change in BBP</th>
<th>Org</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD or 5</td>
<td>115.0%</td>
<td>17.0%</td>
</tr>
<tr>
<td>ELD or 5</td>
<td>115.0%</td>
<td>17.0%</td>
</tr>
</tbody>
</table>
Element 3 – The 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)

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 percentage of students scoring Below Basic and Far Below Basic on the CST in ELA and Math by 5%
- Increase the percentage 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 diagnostic, formative and summative data. Teachers begin each year by assessing the skills the student has at the beginning of the year. These beginning of the year tests are a combination of teacher created materials, LAUSD adopted materials, and commercially available materials. The results are evaluated by the classroom teachers during grade level meetings, analyzed with emphasis on the grade level standards and performance on the CST. A course of action, or response, is identified as a way to map the curriculum units for the upcoming school year. This information will be used in addition to performance on additional teacher created tests, commercially available tests, publisher tests, portfolio assessments, rubrics, projects and IEP goals to determine student progress three times per year on the progress report. 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.

In an effort to have all students become successful, the principal will compile a longitudinal study of students at risk scoring Basic, Below Basic or Far Below Basic on the CST. Additionally, data from the Quarterly Math Assessment from each grade level will be evaluated. This study will be used to determine at risk students targeted for intervention. It will be used by teachers at grade level meeting, to help support student learning, to apply appropriate teaching methodologies and to be a guide in monitoring progress. 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.

Language Arts benchmark assessments are given and scored to assess student progress in ELA. These benchmark assessments are used at varying intervals depending upon the individual student’s achievement. For struggling students, each benchmark assessment is completed according to the prescribed schedule. For students meeting benchmarks, only every second assessment is completed as a monitor for continued academic success. District materials, teacher-created tests and commercially published unit tests are used to monitor 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 will be used to modify instruction and professional development on an ongoing basis. Individual teachers monitor data weekly, the administration will also monitor and analyze data during periodic assessments. Teachers additionally meet by grade levels and with the administration for each periodic assessment. This process is utilized to identify students who need additional support. The curriculum committee is directly involved with the administration and the leadership committee to identify and align curriculum materials, instructional materials, interventions, and periodic and formative assessments aimed at meeting the California Standards in each subject area. The Governing Council will also monitor the success of programs and utilization of resources based on data to inform decisions for school improvement and school needs. Working together in an annual process of review and revision, the educators of Woodlake will ensure their efforts are focused on data driven instruction. As part of this process, Woodlake will consider new texts and program adoptions of LAUSD along with its own programs in identifying how best to meet the unique and changing needs of our students. This will include participation in District trainings, in-services, the use of District instructional guides, and periodic assessments as determined by Woodlake. The Local District Superintendent, in cooperation with Woodlake’s Curriculum Committee, will decide the degree, extent, and nature of implementation of new District adoption, and periodic assessments in meeting the needs of our students.

Woodlake met all the AYP criteria in 2011 for significant subgroups in ELA and Math except for the Socioeconomic Disadvantaged subgroup in math. In 2012, Woodlake Elementary Community Charter will strive to meet all Annual Measurable Objectives. In terms of the number of students scoring Proficient or Advanced, the school’s goal is to exceed the target benchmarks established by the State for the significant subgroups. For the charter term the CST target area for ELA will be 75% Proficient and the Target area for Math will be 75% Proficient. In addition, Woodlake Elementary Community Charter will attempt to maintain a participation rate on the CST that exceeds the minimum requirement of 95%.

**Frequency and Methods by Which Students are Assessed**

**Periodic Assessments**

Woodlake Elementary Community Charter shall determine the development, implementation and use of periodic assessments according to the needs of its students, within the limits permitted in the Education Code. Woodlake Elementary Community Charter 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.

Woodlake Elementary Community Charter knows that formal and informal assessments are an ongoing opportunity for teachers, parents and students to identify areas of strength and weakness. We are committed to ensuring that each child exceeds his or her proficiency level in all academic areas.

A variety of assessment tools are utilized to give a comprehensive representation of a child’s achievement. Data from these assessments is collected and reviewed. Additionally, the administration will examine and discuss data on an ongoing basis throughout the year with teachers and parents.

Standardized assessments include, but are not limited to: CST (yearly), CELDT (yearly), District Quarterly Math Assessments (every 6-8 weeks), District Quarterly Literature Assessments (every 6-8 weeks), District Science Assessments (4th and 5th grade - 3 times a year), and California Treasures End of Unit tests (every 6-8 weeks). Additionally, Woodlake Elementary Community Charter will be using DIBELS testing in grades K – 3 to initially assess all students in literacy. Based on the beginning of the year assessment given in August, students whose scores identify them in the intensive band will be progress monitored every two weeks using the DIBELS assessments. These students will receive Tier 2 instruction in the
classroom, and Tier 3 instruction through the Learning Center. Students that continue to be identified as strategic will be assessed using the DIBELS MOY and EOY assessments. Students who are identified Proficient after initial testing in August will be monitored through CA Treasures end of unit assessments, core K-12 periodic Language Arts assessments (District literacy tests) and ongoing formative assessments and observations by the classroom teacher.

Performance assessments are ongoing and evaluate the child over time and in a variety of settings. Performance assessments may include, but are not limited to: portfolios, journals, work samples, homework, teacher-devised tests, teacher observations, checklists, anecdotal records, and projects.

In conjunction with standardized and performance assessments, teachers will also use daily informal assessments from observations, anecdotal records, class work, and project assignments to help identify immediate areas of concern and to plan future instruction.

In-house Benchmark Assessments
Methods by which student progress is measured include authentic and standardized assessments:

- **Authentic Assessments**: Authentic assessments based on the California State Standards are ongoing and can better evaluate the child over time and in a variety of settings. Teachers use these authentic assessments such as assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher-developed tests, rubrics, criteria charts, short-term and long-term projects, learning contracts.

- **Standardized Assessments and How Data Will Be Used**: California Standards Test (CST), California English Development Test (CELEDT), District-adopted reading program Assessments/Fluency, District Quarterly Math Assessments, and District Science Assessments for Grades four and five. Students at Woodlake will be used as standardized assessments. These assessments demonstrate their knowledge and skills including, but not limited to, teacher created and commercially available performance assessments, diagnostic assessments, formative and summative assessments. The students will also be expected to demonstrate proficiency on District and state assessments, including the CST.

Testing
The charter school agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a district affiliated charter school, Woodlake Elementary Community Charter will test with the district and adhere to the district testing calendars and procedures for all state mandated assessments.

How Data Will Be Used
Woodlake Elementary Community Charter values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school’s progress, and to establish future goals and interventions. Specific examples of this include:

- Teachers and administration evaluate data from combined assessments, such as California Standards Test (CST), California English Development Test (CELEDT), District-adopted reading program assessments/fluency, District Quarterly Math Assessments, District Science Assessments for Grades four and five, and monthly teacher-created assessments, in order to meet each student’s educational needs. Data is also used to identify and prioritize professional development priorities as well as topics for discussion during grade-level planning.
• District assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year in a variety of ways, such as, email communication, weekly progress reports, and online grade books.
• School-wide data is also shared in a public forum at monthly governance meetings, at least four times a year, in order to discuss upcoming program development and intervention priorities.
• MYDATA is available to all teachers and the Governing Council for immediate access to grades, scores and attendance. Instantaneous access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective Professional Development program on an ongoing basis. Basic and Below Basic students will be targeted using the information on CST and periodic district assessment results. These results and data analysis will also help teachers to create focused units on areas of need and cluster students to receive extra help in the Learning Center or within small groups in the classroom.

**Identification of Grading Policy**

Individual classroom teachers will be primarily accountable for assessing their students’ progress with regard to grade-level work and content standards. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade level by assessments aligned to the state’s standards.

Student progress toward achieving the California grade-level standards and school goals will be communicated to parents by providing immediate feedback on class assignments and homework assignments, and by means of progress reports and regular conferences between parents and teachers.

Proficient levels of the District and State Standards are summarized on the LAUSD Progress Report. The Progress Report uses a 4-point scoring rubric that aligns with State Standards and classroom teachers’ daily work assignments. Students earn a “4” for Advanced Proficient Levels; “3” for Benchmark Proficient levels; “2” for Partially Proficient levels; and “1” for Non-proficient levels. The academic standards include specific learning topics in the different subject areas for each grade level: language arts (divided into reading, writing, listening, and speaking); mathematics; history and social science; science; health education; physical education; and the arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and fair play.

Progress is reported to the parents three times annually using the LAUSD Progress Report. Additionally, parent conferences and/or student-led conferences are conducted at the end of the first reporting period and as needed according to parent or teacher requests within the second and third reporting periods.
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)

Petition for Affiliated Charter Status

Woodlake Elementary Community Charter is an elementary school (grades K-5) that proposes to be converted to an Affiliated Charter within the Los Angeles Unified School District and to be known as Woodlake Elementary Community Charter. As an Affiliated Charter, Woodlake Elementary Community Charter shall follow all established LAUSD policies and guidelines.

Woodlake Elementary Community Charter Governance Council

Woodlake Elementary Community Charter is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Woodlake Elementary Community Charter. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state and 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 appropriated 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 Woodlake Elementary Community Charter changes from affiliated charter status to independent charter status, Woodlake Elementary Community Charter 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 Woodlake Elementary Community Charter changes its status to an independent charter school, Woodlake Elementary Community Charter shall submit a petition for material revision with articles of incorporation and bylaws for the District’s approval.

Woodlake Elementary Community Charter shall maintain a Governance Council that will be the chief site-based decision-making body for the school under the authority of the Local District Superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education. The Governance Council shall be governed in its operations and its actions by the charter petition and the Bylaws of the Governance Council of Woodlake Elementary Community Charter, which can be revised as approved by LAUSD.

The Governance Council shall meet at least once a month during the traditional school year to discuss policy and make decisions on the direction for the school. All teachers, parents, and community members are encouraged to attend council meetings. Subject to LAUSD policies and procedures, the Council shall have authority for aspects of its operation including, but not limited to: the development and implementation of policies related to curriculum; personnel consistent with District policies and procedures and collective bargaining agreements; professional development; categorical block grant budget and finance; implementation of admissions; site-level scheduling; community relation; classroom usage (within District policy), use of the school site (within District policy); safety; discipline; charter revision subject to District approval; dispute resolution (within District policy); appointment of school representatives to external organizations; and interactions with LAUSD. It will be the Governance Council’s responsibility to perform a school evaluation based upon the measurable goals and terms outlined in this charter.
Process That Ensures Staff, Student and Other Stakeholder Involvement

Parents play a very active role in our school, and the success of Woodlake Elementary Community Charter depends upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at Woodlake Elementary Community Charter, their participation will help fulfill our promise of an enriched educational experience for all children. At least one elected parent representative will serve on each of the school’s Governing and Executive Committees, including, but not limited to, budget, bylaws, curriculum, school safety, staff selection, technology, discipline and professional development.

Parents attend monthly parent meetings where they elect their own officers and representatives and where they set goals for their participation. By participating in the process, parents will learn skills related to teaching their children, planning, budgeting, management, analysis and problem solving.

Methods by Which Schools Consult with Parents and Teachers Regarding the School’s Educational Programs

School Governance

Involvement in the Governing Council and the various Governing Council committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school’s educational program. This will enable us to continue meeting the unique and changing needs of each Woodlake student. All Governing Council and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website and via organized email blasts), and an agenda of each meeting will be posted publicly (at the school site and on the school’s website) at least 24 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any “public comments” period will be added to a later agenda for official discussion. The Governing Council and standing committees will also comply with all Brown Act requirements. Minutes of meetings will also be posted in a public area, on the school campus in the main quad area, and on the website.

As a separate entity from Woodlake Elementary Community Charter, the Woodlake PTSA shall maintain liability insurance sufficient to cover any and all PTSA sponsored activities and shall present a certificate of insurance as evidence of such insurance coverage on at least an annual basis to the Districts Division of Risk Management & Insurance Services. Woodlake Elementary Community Charter will conform to and operate under the District’s Donation Policy (Policy Bulletin No. 1633). The PTSA shall work collaboratively with Woodlake Elementary Community Charter to further the educational program of the school. The PTSA is a non-profit 501c(3) California Corporation.

Additional Parent Involvement Opportunities

Parent involvement is the key to the success of the school, with opportunities for both parents who stay at home and those who work full-time. These opportunities include events such as Back-to-School Night, Open House, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, campus beautification, Parent Education, weekly written correspondence, and the monthly PTSA meetings. Woodlake also announces opportunities using email blasts, via its website, and by automated phone calls (ConnectEd). Teachers communicate during weekly collaboration meetings, professional development meetings, and regular faculty meetings. Without the parents' support, Woodlake would not be able to achieve the excellence that is its legacy. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of Woodlake’s
enriched educational program. A parent’s inability to participate does not impact admission for enrollment.

**Decision-making Process and Organizational Chart**

Woodlake’s School Governing Council will be a consensus-oriented, site-based decision-making body for Woodlake Elementary Community Charter. It will have the responsibility for allocating categorical block grant resources and setting the site-based policies and procedures to achieve the school’s program goals, thus promoting the best educational program possible for students. The attainment of consensus among all members of the Council shall be a primary goal. If consensus cannot be reached, decisions will be made by a simple majority vote of the members present, with the exception of Bylaws changes, which must be decided by a two-thirds majority of the Council. In the event of a tie vote, further discussion and research will take place until there is a majority vote. Any stakeholder can bring new business before the Governing Council by bringing the matter to the attention of the principal, a member of the Governing Council, or the relevant committee. All standing committees will have representation from both the parent body and teaching staff and are the foundation of policy decision-making at Woodlake Elementary Community Charter.

![Decision-making Process and Organizational Chart](image.png)

**Compliance with All Laws Relating to Public Agencies in General, All Federal Laws and Regulations and State Codes**

Woodlake Elementary Community Charter will comply with the Brown Act.

Members of the Woodlake Elementary Community Charter 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 policies and regulations regarding ethics and conflicts of interest.

The District reserves the right to appoint a non-voting single representative in the Charter Governing School Council.
Woodlake Elementary Community Charter’s Relationship with District and County
The Woodlake Elementary Community Charter Governing Council will work collaboratively with the Local District and County to determine the applicability of District policies and procedures to Woodlake Elementary Community Charter. Woodlake will continue its operation as a fiscally affiliated charter school. Woodlake Elementary Community Charter will work collaboratively with the District to ensure all programs, services, and future needs are funded.

Process for Amendments to Charter
Woodlake Elementary Community Charter reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives to the Woodlake Elementary Community Charter Governing Council. Any material revisions to the charter must be submitted to the LAUSD Board of Education for approval. Woodlake Elementary Community Charter will consult with the District in making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision.

Articles of Incorporation and Bylaws of Nonprofit Corporation
Since we are applying to convert to an affiliated charter school, we do not need to submit articles of incorporation and bylaws of a nonprofit corporation. We have, however, submitted the Bylaws of the Governance Council (see Appendix).

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

The voting members of the Governance Council shall include representatives from the school’s various constituencies.

Five staff members, five parent members, two alternate teacher representatives, up to four alternate parent representatives who shall be elected from and by the credentialed teachers employed at the school, which will include:

- The principal
- UTLA Chapter Chair
- Two certificated representatives (to be elected by certificated staff)
- One classified representative (to be elected by classified staff)
- Five parent members- elected by parents of Woodlake

There shall be up to four (4) alternate parent Council representatives designated. The “first” alternate shall be the alternate with the most votes as compared to the other alternate(s). All vacant seats shall be filled within one month by a special election called by the Chair.

Executive Committee
Woodlake Elementary Community Charter will have an Executive Committee comprising of the principal, one teacher elected yearly by the teachers who are voting members of the Governance Council, and one parent elected yearly by parents who are voting members of the Governance Council. Vacancies on the Executive Committee shall be filled immediately.

The Executive Committee shall:
- Chair and set the agenda for Governance Council meetings
• Refer issues to the Governance Council or its committees

The Executive Committee may not exercise the authority of the Governance Council. The Executive Committee will normally meet weekly but may convene more or less frequently as necessary to conduct its business. Members of the Governance Council shall excuse themselves from participating in decisions about matters that may involve potential or actual conflicts of interest. Such conflicts may arise whenever a Council member may either receive some advantage or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the Governance Council. Council members shall either excuse themselves voluntarily or be excused by a majority of voting representatives if the Governance Council determines that there is an actual or potential conflict of interest, which may be brought to the attention of the Governance Council by any person.

Woodlake shall comply with LAUSD’s policies and regulations regarding ethics and conflicts of interest in their decision making process.

Role of Committees
Committees shall be formed to research issues and obtain input from all affected/interested groups. They will ensure participation of all stakeholders, present findings to the Council for a decision, create a more efficient way to handle decision making and provide a more effective way of communication.

Committees may include but are not limited to:
• Curriculum Development and Review
• Budget and Finance
• Communication
• School Calendar
• Community Involvement
• Grant Writing
• Technology
• Student Activities
• Instruction in the Arts

Other committees will be formed as the need arises.

Additional committee members will be volunteers whose involvement is based on interest and expertise. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Governance Council Chair and/or the Governance Council Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Woodlake Elementary Community Charter Governance Council Chair will appoint a chairperson. The Council, as needed, will determine committee meeting dates and times and all committees will comply with the Brown Act.

Grievance Procedure for Parents and Students
As a District affiliated charter, Woodlake Elementary Community Charter shall comply with District’s Grievance Policy and Procedure for the Parents and Students.

LAUSD Charter Policy
The Woodlake Elementary Community Charter will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as the policy may be changed from time to time.
**Responding to Inquiries**
Woodlake Elementary Community Charter shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records. Woodlake Elementary Community Charter 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.

**LAUSD-Specific Language**

*Notifications*
Notification is to be made to the 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 Woodlake Elementary Community Charter.
**Element 5 – Employee Qualifications**

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

Woodlake believes that all persons are entitled to equal employment opportunity. The Charter School shall 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 employment opportunity shall 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.

Woodlake Elementary Community Charter will abide by District policy, procedures, and collective bargaining agreements for employee selection. The school will make its recommendations to the Local District Superintendent who will make the final decision. Woodlake has a policy of recommending the most qualified candidates in all job positions for employment. All full-time classroom teaching positions at Woodlake shall be filled by NCLB highly qualified credentialed employees. All administrative positions at Woodlake shall 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 Woodlake 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, Woodlake 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 shall be compensated according to District contracts and the respective collective-bargaining agreements. Staff are subject to District decisions regarding reduction in force and layoffs.

The LAUSD credential office will maintain all copies of teacher and administrative credentials to be readily available for inspection. Woodlake 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 the staff at Woodlake. Background checks are assumed by LAUSD and must take into account any and all LAUSD union contracts and collective bargaining agreements with regard to privacy and permissibility.

**Personnel**

Woodlake 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 with regard to Local School Leadership Council composition and responsibilities.

**Certificated Personnel**

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Woodlake 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 the Woodlake campus, the District retains the right to make such assignments in cases where no other alternative is available (e.g., 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, Woodlake shall 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 Woodlake Elementary Community Charter; 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, Woodlake will have autonomy in assigning positions to a specific working basis.

**Professional Development**
In addition to any District-mandated professional development, Woodlake 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 Woodlake will, in turn, be funded by the District consistent with its practice for other District schools.

**Administrative Selection Procedures**
Woodlake Elementary Community Charter 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 Woodlake an Interview/Selection Committee shall be selected and approved by the Woodlake 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 Woodlake, 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 with 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 Woodlake, the Woodlake 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

Teacher Selection Procedures
Woodlake 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 Woodlake Leadership Council and may include the Principal, two (2) parents, and three (3) teachers (where one 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 Woodlake 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 Woodlake, 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’s)
• 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
• Participate in grade level meetings and share best practices
• Maintain regular and punctual attendance
• Maintain professional appearance and attitude
• Attend leadership council meetings (when held on contractual time)

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. Woodlake 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 Woodlake 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 Woodlake Leadership Council shall nominate a committee to interview candidates in accordance with district and personnel commission policies. The selection committee will interview the candidates and notify LAUSD of the acceptance of a candidate for employment at Woodlake. The SAA's 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**

Woodlake may from time to time require Instructional Assistants or other staff 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. Woodlake recognizes that the employment of a library assistant is a unique opportunity to enhance our curriculum, and that the librarian is a major part of the Woodlake program. Consequently, Woodlake will select its own librarian according to District and personnel commission policies. The library aide position is a LAUSD position; therefore, Woodlake will follow the appropriate collective bargaining agreement for the library aide position.

From time to time, Woodlake may submit a Request for Personnel Action for professional experts. These requests must be reviewed and approved by the Woodlake Leadership Council and appropriate paperwork will be submitted for processing through LAUSD. Woodlake 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 five years can be mutually agreed upon. Administrators will be evaluated by the Local District Superintendent or designee.
Element 6 – Health And Safety

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

Woodlake Elementary Community Charter will occupy the LAUSD facility/property at: 23456 Woodlake, West Hills, CA 91307
As an affiliated charter school, Woodlake will comply with all LAUSD policies and practices 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. Woodlake will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes. In the event that Woodlake changes its status to independent charter school during the term of this Charter, Woodlake 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.

Insurance
Coverage shall be provided to the affiliated Woodlake 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 the Woodlake 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 District’s responsibility, to monitor the Charter School vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Charter School shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners or sponsors.
As an affiliated charter school, Woodlake will adhere to District’s Health, Safety and Emergency Plans. The Charter School 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.
In accordance with LAUSD policy and procedure, Woodlake 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, Woodlake 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, including the Certificate of Occupancy. Woodlake 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. Woodlake will also undergo regular SARC inspections by the Complex Project Manager and will work to remedy any corrective actions in a timely manner. Woodlake will complete the Safe School Plan each year, file such plan with OEH and have the plan readily available for inspection. Staff will be trained on the Safe School Plan on an annual basis. Woodlake conducts regular safety drills, meetings, and includes safety as part of professional development.
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. Woodlake will work with the Transportation Branch and complete the safe riding practices training on a yearly basis.

As part of the processing for employment, LAUSD and Woodlake 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 of file with the employees record. As an affiliated charter school, 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 Woodlake timely notices of routine and mandatory TB requirements.

All employees will need to update and be trained in their understanding of Child Abuse Reporting Procedures and Laws on a yearly basis. LAUSD will provide the opportunity for this training through the Learning Zone. The principal of Woodlake 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. The Charter School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times. Woodlake implements FERPA and ensures safe and confidential securing of student records. All student records are kept in a separate room under lock and key. 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 Woodlake office technicians.

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
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)

Woodlake has elected to become an affiliated charter school recognizing that the needs of the students at Woodlake 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, Woodlake will better be able to offer admission to students from outside the traditional attendance area. Woodlake also allows for “Open Enrollment” and conducts a lottery for any interested students wanting to gain admittance.

Woodlake conducts tours three times per year (Nov, Jan, April) open to all parents interested in the school and what it offers. During a tour, prospective parents learn about the Woodlake program, the parent organization, and after school opportunities. These tours are advertised in the local newspaper and notifications are sent to community organizations in the target area in both English and Spanish. Targeted areas include the school communities within the San Fernando Valley. These areas are targeted because of the potential to increase our African American and Hispanic populations. The most significant way we recruit minority students is by virtue of our reputation. Minority parents whose children have attended Woodlake are a great community resource in attracting potential enrollees by sharing their educational experiences at Woodlake. 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.

Woodlake 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)

Woodlake 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. Woodlake will be non-sectarian in programs, admission policies, employment practices and other school operations. Tuition will not be charged for students attending Woodlake. Woodlake will not require any child to attend this Charter School nor hold any employee as mandated to work at this Charter School.

Woodlake 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 Woodlake as a neighborhood student. Woodlake also enrolls students through the Open Enrollment process when space is available. Parents interested in sending their children to Woodlake 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 Woodlake 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 by grade level.

As a District Affiliated Charter school, we will use the District’s guidelines to set resident boundaries. Our first priority will be to serve the needs of the students who live within our attendance area.

Charter Policy Regarding Order of Admission

1. All students residing within Woodlake Elementary Community Charter’s boundaries as defined by the LAUSD
2. Children of current staff members
3. Siblings of current pupils
4. Unaffiliated non-resident students drawn by the lottery based on grade level

Lottery for Wait List

Before the lottery to establish a wait list is held, all potential incoming students will be divided into grade levels and the names will be drawn for each grade level. Each student will be assigned a number in the order in which they are drawn. Woodlake Elementary Community Charter will contact potential students whose names are pulled during the lottery between the dates of the lottery through the first semester is space becomes available. Students will be accepted only if space is available in the particular grade level. Siblings are guaranteed enrollment. Parents must submit an application for each child. Woodlake Elementary Community Charter will keep up to 10% of the enrollment capacity unfilled
in each grade level for resident students who may move into the residential area during the school year. Students who are enrolled through the Affiliated Charter lottery process need not reapply each year to stay at Woodlake Elementary Community Charter.

**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 have 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**
Woodlake 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, Woodlake 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).

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

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

Audit and Inspection of Records
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
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, Woodlake 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 Woodlake’s discipline process that conflict with LAUSD discipline policy and procedures, state and federal laws shall be null and void.

Woodlake 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. The Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Woodlake 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 Woodlake 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. 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.

Woodlake 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.

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1 BUL-4655 Expulsion Of Students - Policy and Procedures, BUL-3819 Guidelines for Student Suspension
Suspensions

Principal

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Proceedings

Student

Woodlake

Grounds

Rules

- within the school
- 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 Woodlake 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 possess the item from a certificated school employee, which is concurred in by
the principal/designee
  o 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
  o committed or attempted to commit robbery or extortion
  o caused or attempted to cause damage to school property or private property
  o stole or attempted to steal school property or private property
  o 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
    o However, this section does not prohibit use or possession by a pupil of his or her own
prescription products.
  o committed an obscene act or engaged in habitual profanity or vulgarity
  o 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
  o 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
  o knowingly received stolen school property or private property
  o possessed an imitation firearm
    o 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.
    o 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
    o 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
    o unlawfully offered, arrange to sell, negotiated to sell, or sold the prescription drug Soma
    o engaged in, or attempted to engage in, hazing as defined in Section 32050
    o aided or abetted the infliction or attempted infliction of physical injury to another
person (suspension only)
    o 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.
    o 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

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

Woodlake 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.

**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 Procedure**

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 Woodlake Elementary Community Charter 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, Woodlake will work with LAUSD and consider BUL-4655, March 13, 2009 as the guiding practice for expulsion. Woodlake 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. Woodlake 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.

Re-admission
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 504?
**Element 11 – Retirement Programs**

“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 Woodlake 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. Woodlake 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)

Students that choose not to attend Woodlake Elementary Community Charter, 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)*

Woodlake Elementary Community Charter and LAUSD will abide by the Collective Bargaining

**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.

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

   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 – Employer Status And Collective Bargaining
“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 Woodlake Elementary Community Charter 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)

Woodlake Elementary Community Charter revert back to a District traditional school in the event of a closure.

Revocation
The District may revoke the charter if Woodlake 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:
- Woodlake committed a material violation of any of the conditions, standards or procedures set forth in the charter
- Woodlake failed to meet or pursue any of the pupil outcomes identified in the charter
- Woodlake failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement
- Woodlake 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
Woodlake must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.
LAUSD-Specific Language

*Closure Procedures*
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 Woodlake 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 Woodlake’s right to operate as a Charter School or cause Woodlake Elementary Community Charter to cease operation.

LAUSD-Specific Language

*Facilities*

Woodlake is an affiliated Charter School with LAUSD and uses LAUSD facilities on a yearly basis. Woodlake will not move or expand to another facility during the term of this charter. Woodlake will not open in any location other the present location, an LAUSD owned property, at:
   Charter Petitioner or Developer (affiliated charter): Woodlake Elementary Community Charter
   Charter Management Organization: N/A
   Petitioner’s Mailing Address: 23231 Hatteras Street, Woodland Hills, CA 91367
   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 Woodlake changes its status to independent charter school, during the term of this Charter, Woodlake shall submit a petition for material revision for District’s approval. Woodlake shall meet all requirements of an independent charter that occupies LAUSD facilities; Woodlake 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 Charter School from
conducting its educational programs. If Charter School will share the use of LAUSD facilities with another LAUSD user group, 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, [Charter 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.**
  - **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
  - **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.
  - **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - **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.
• **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 and 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.