



# **Fourth Renewal Charter Petition**

## **WATTS LEARNING CENTER**

**310 West 95<sup>th</sup> Street  
Los Angeles, CA 90003**

**A Public Elementary School  
Serving South Los Angeles**

**Term: July 1, 2017 to June 30, 2022**

**Submitted by the  
Watts Learning Center Foundation, Inc  
Board of Directors**

**Submitted December 23, 2016**

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## ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Watts Learning Center (also referred to herein as “[WLC]” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
- Charter School hereby declares that Charter School, operated by or as its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific District Required Language (DRL), including the Assurances, Affirmations, and Declarations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

## Element 1: The Educational Program

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

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

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

<b>GENERAL INFORMATION</b>	
• The contact person for Charter School is:	Kelly Baptiste, Director
• The contact address for Charter School is:	310 W. 95 <sup>th</sup> St, Los Angeles
• The contact phone number for Charter School is:	323-754-9900
• The proposed address or ZIP Code of the target community to be served by Charter School is:	310 W. 95 <sup>th</sup> St, Los Angeles, CA 90003
• This location is in LAUSD Board District:	District 7
• This location is in LAUSD Local District:	South
• The grade configuration of Charter School is:	K-5
• The number of students in the first year will be:	360
• The grade level(s) of the students in the first year will be:	K-5
• Charter School’s scheduled first day of instruction in 2017-2018 is:	September 5, 2017
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	400
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	8:00 am-2:45 pm
• The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

## COMMUNITY NEED FOR CHARTER SCHOOL

During the current charter term Watts Learning Center has continued to perform well especially when compared to schools of similar demographics serving students in a radius of 2 miles. Most are within 1 to 1-1/2 miles of WLC. The charts and graphs that follow provide support for this assertion.

TABLE 1

<b>SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA</b>														
<b>Address: 310 W 95th St Los Angeles, CA 90003</b>														
<b>LAUSD Schools</b>	<b># of Students [2013] *</b>	<b>% Students Eligible for Free/Reduced Lunch</b>	<b>% of Special Ed. Students</b>	<b>% of English Learners</b>	<b>% Major Ethnicity #1 Black</b>	<b>% Major Ethnicity #2 Latino</b>	<b>% Major Ethnicity #3</b>	<b>2013 Growth API</b>	<b>Met Schoolwide Growth Target?</b>	<b>Met Subgroup Growth Targets?</b>	<b>2011-2013 API 3 Year Average</b>	<b>2013 API Statewide Rank</b>	<b>2013 API Similar Schools Rank</b>	<b>2013-2014 School Performance Framework Classification (SPF)</b>
Barrett	723	88	12	30	32	68	--	711	No	No	743	1	3	
Owen Knox	617	100	11	31	23	77	--	718	No	No	708	1	5	
95 <sup>th</sup>	640	100	10	33	31	68	--	757	No	No	746	3	8	
Manchester	696	100	9	38	19	80	--	764	No	No	772	3	8	
93 <sup>rd</sup> St	712	100	11	38	23	77	--	695	No	No	720	1	3	
107 <sup>th</sup> St	602	82	10	41	26	74	--	670	No	No	685	1	1	
99 <sup>th</sup> St	427	100	9	33	24	75	--	793	No	No	783	4	9	
South Park	714	76	12	38	16	84	--	723	No	No	743	2	5	
Woodcrest	586	100	13	35	40	60	--	626	No	No	623	1	1	
Charter Schools														
WLC	233	94	8	7	84	15	--	840	Yes	Yes	854	7	10	4
Kipp Emp	104	87	6	8	85	12	--	991	B	B	**	10	10	
Kipp Phil.	77	95	12	27	34	65	--	714	B	B	**	1	None calculated	

**SOURCE: DATA QUEST— API REPORTS: [HTTP://DQ.CDE.CA.GOV/DATAQUEST](http://DQ.CDE.CA.GOV/DATAQUEST) (1) SCHOOL DEMOGRAPHICS, (2) 2013 API GROWTH REPORTS (3) 3 YEAR AVERAGE API : DOWNLOADED 8/26/2017**

\* Students enrolled first day of testing B School did not have a valid 2012 base API\*\* A 3-Year Average API Report is not available for this school because they did not meet one of the following criteria: (1)The school had a valid API (i.e., the school received an API report) in each of the last three consecutive years; and, (2) The school had 11 or more valid scores in each of the last three consecutive years (i.e., a valid score is when a student's assessment results are included in the calculation of the API).

TABLE 2

<b>Year</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
# of Students Included in API	149	161	161	191	191	215	232	233
Watts API Schoolwide	801	819	825	813	860	852	870	840
LAUSD							746	750
California							791	790

**SOURCE:(DATA QUEST API REPORTS): [HTTP://DQ.CDE.CA.GOV/DATAQUEST/](http://DQ.CDE.CA.GOV/DATAQUEST/)**



## SUMMARY

- Table 1 shows that in 2013 Watts Learning Center outperformed nine (9) surrounding district schools within a two-mile radius. Also within this area are two charters, Kipp Empower and Kipp Philosophers. WLC outperformed Kipp Philosophers but not Kipp Empower. However, neither of the Kipp schools had the longitudinal data of WLC that demonstrated consistently high performance
- Table 2: Watts Learning Center maintained an API above 800 from 2006 to 2013. We also maintained a higher API than District Schools and schools State Wide.
- WLC meets all minimum statutory criteria set forth in Education Code section 47607(b) for a charter renewal.

## PERFORMANCE ACCOUNTABILITY 2012 – 2016

### AYP ACCOUNTABILITY REPORT CRITERIA

California ended its STAR test in 2013. However, the state continued to assess students in science and established performance metrics for “**Accountability Reports for 2015 and 2016**.” They include:

1. Testing Participation rates on CAASPP of 95% or more.
2. Program improvement (PI) reports for all Title 1, Part A-funded schools and LEA’s
3. Cohort graduation rate of 90% or more—not applicable to WLC.
4. Attendance Rate target of 90% or more for 2015 report.
5. For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 received an AYP Report.
6. The 2015 and 2016 reports also include the percentage of students who are at or above proficient. However, U.S. Department of Education approved the CDE’s waiver request to exclude the SBAC Summative Assessments percent proficient results from the AYP determinations. For 2015, the target is 100% for math and 100% for English Language Arts. However, these targets did not apply to California schools.

The following tables summarize the school’s accountability performance for the five-year period 2012- 2016.

### ELA PARTICIPATION RATE—TARGET 95%

TABLE 3

	2012	2013	2014	2015	2016
SCHOOLWIDE	97%	95%	NO MATH ASSESSMENTS OR PERFORMANCE METRICS.	99%	99%
AFRICAN AMERICANS	97%	96%		100%	100%
LATINO	100%	100%		98%	97%
ENGLISH LEARNERS	100%	100%		97%	96%
SE/DISADVANTAGED	97%	97%		99%	99%
SW/DISABILITIES	71%	80%		96%	97%

SOURCE: FOR 2012, 2013 <http://dq.cde.ca.gov/dataquest/> SOURCE: 2015, 2016 <http://www.cde.ca.gov/ta/ac/ar/>

### MATH PARTICIPATION RATES—TARGET 95%

TABLE 4

	2012	2013	2014	2015	2016
SCHOOLWIDE	100%	100%	NO MATH ASSESSMENTS OR PERFORMANCE METRICS.	99%	99%
AFRICAN AMERICANS	100%	99%		100%	100%
LATINO	100%	100%		100%	97%
ENGLISH LEARNERS	100%	100%		98%	96%
SE/DISADVANTAGED	100%	100%		97%	99%
SW/DISABILITIES	100%	100%		99%	97%

SOURCE: FOR 2012, 2013 <http://DQ.CDE.CA.GOV/DATAQUEST/> SOURCE: 2015, 2016 <http://WWW.CDE.CA.GOV/TA/AC/AR/>



## ELA PROFICIENCY

TABLE 5

	2012	2013	2014	2015	2016
<b>PERCENT PROFICIENT TARGETS</b>	<b>78.4%</b>	<b>89.2%</b>	No ELA ASSESSMENTS OR PERFORMANCE METRICS.	100%	---
<b>SCHOOLWIDE</b>	71.1% <sup>1</sup>	59.9%		34.4%	35.6%
<b>AFRICAN AMERICANS</b>	72.4% <sup>1</sup>	60.7%		35.8%	30.3%
<b>LATINO</b>	64%	57.6%		33.3%	45.2%
<b>ENGLISH LEARNERS</b>	69.6%	52.2%		38.5%	45.2%
<b>SE/DISADVANTAGED</b>	70.4% <sup>1</sup>	60.5%		32.9%	33.5%
<b>SW/DISABILITIES</b>	66.7%	56.3%		12.2%	13.8%

SOURCE: FOR 2012, 2013 <http://dq.cde.ca.gov/dataquest/> SOURCE: 2015, 2016 <http://www.cde.ca.gov/ta/ac/ar/>.

<sup>1</sup> MET TARGET THROUGH SAFE HARBOR

## MATH PROFICIENCY

TABLE 6

	2012	2013	2014	2015	2016
<b>PERCENT PROFICIENT TARGETS</b>	<b>79%</b>	<b>89.5%</b>	No MATH ASSESSMENTS OR PERFORMANCE METRICS. SEE TABLE XX FOR SCIENCE PERFORMANCE	<b>100%</b>	---
<b>SCHOOLWIDE</b>	80.2%	72.6%		31.3%	44.8%
<b>AFRICAN AMERICANS</b>	81.7%	72.5%		30%	39.4%
<b>LATINO</b>	68%	72.7%		38.5%	56.5%
<b>ENGLISH LEARNERS</b>	78.3%	69.6%		42.3%	59.5%
<b>SE/DISADVANTAGED</b>	79%	73.1%		30.3%	42.6%
<b>SW/DISABILITIES</b>	81.2%	75%		8.3%	20.7%

SOURCE: FOR 2012, 2013 <http://dq.cde.ca.gov/dataquest/> SOURCE: 2015, 2016 <http://www.cde.ca.gov/ta/ac/ar/>.

- **Tables 3 and 4:** 2012—met or exceeded the participation rate for all significant groups excepting SWD in 2012 when the ELA rate was 71% and in 2013 when the ELA rate for this group was 80%.
- **Tables 5 and 6:** 2012—met proficiency rates through safe harbor.
  - 2013—most groups failed to meet the proficiency target by 17 to 20 points.
  - 2014—No ELA or math assessments.
  - 2015-2016-- school exceeded the 2015 and 2016 accountability target of 95% for testing participation by 4 percentage points.
- 2015—exceeded the accountability target of 90% for attendance by 4% points. See table 10 below.

## CST SCIENCE ACHIEVEMENT GRADE 5

TABLE 7

	2012	2013	2014	2015	2016
<b>STUDENTS TESTED/ENROLLED</b>	32/33	49/49	57/59	56/56	49/49
<b>PERCENT OF ENROLLED STUDENTS TESTED</b>	96.9%	100%	96.6%	100%	100%
<b>MEAN SCALE SCORE</b>	367.3	357.7	391.1	367.4	362.4
<b>% ADVANCED</b>	22%	6%	39%	29%	18%
<b>% PROFICIENT</b>	41%	51%	39%	29%	43%
<b>% BASIC</b>	28%	37%	23%	27%	22%
<b>% BELOW BASIC</b>	6%	4%	0%	16%	10%
<b>% FAR BELOW BASIC</b>	3%	2%	0%	0%	6%

SOURCE: 9/6/2016 <http://caaspp.cde.ca.gov/caaspp...>

- 2012-2016—Participation rate was higher than 95% in each year and was 100% 2013, 2015 and 2016.
- The majority of students performed at the proficient and advanced levels—(2012) 63%, (2013) 57%, (2014) 78%, (2015) 58%, and (2016) 61%.
- In 2012 – 13 fewer than 10% were below basic and far below basic combined. That increased to 16% in 2015 when zero (0) students were far below basic, but 16% were below basic.

## GRADE 5 PHYSICAL FITNESS PERFORMANCE

TABLE 8

NUMBER OF PHYSICAL FITNESS AREA	2012	2013	2014	2015	2016
NUMBER TESTED/ENROLLMENT	33/33	40/49	59/59	56/56	
PERCENTAGE TESTED	100%	81.6%	100%	100%	
6 OF 6 FITNESS STANDARDS	18.2%	8%	8.5%	26.8%	
5 OF 6 FITNESS STANDARDS	27.3%	30%	27.1%	25%	
4 OF 6 FITNESS STANDARDS	42.4%	18%	27.1%	32.1%	
3 OF 6 FITNESS STANDARDS	3.0 %	34%	23.7%	14.3%	
2 OF 6 FITNESS STANDARDS	6.1%	8%	10.2%	1.8%	
1 OF 6 FITNESS STANDARDS	3.0%	0%	3.4%	0.0%	
0 OF 6 FITNESS STANDARDS	0.0%	2%	0.0%	0.0%	

SOURCE: FOR 2012--2015 <http://dq.cde.ca.gov/dataquest/> 12/1/2016

Table 8 summarizes how our grade five students performed on the annual Physical Fitness Test. The test assesses aerobic capacity, body composition, abdominal strength, trunk extension strength, upper body strength and flexibility. The data through 2015 shows a significant improvement when 51.8% achieved at 5 of 6 or 6 of 6 of the fitness standards. Data for 2016 is currently not available on Dataquest

## TITLE III ACCOUNTABILITY REPORT

TABLE 9

		2012	2013	2014	2015	2016
AMAO 1 ELs MAKING ANNUAL PROGRESS	TARGET	56%	57.5%	59.0%	60.5%	62.0%
	PERCENT MET	66.7%	56.5%	56.3%	45.2%	
AMAO 2 LESS THAN 5 YEARS	TARGET	20.1	21.4%	22.8%	24.2	25.5%
	PERCENT MET	28.6%	15.2%	27.1%	25%	
AMAO 2 5 YEARS OR MORE	TARGET	45.1%	47%	49.0%	50.9%	52.8%
	PERCENT MET	---	---	--	---	
AMAO 3 ELA PARTICIPATION RATE	TARGET	95%	95%	95%	95%	95%
	PERCENT MET	100%	100%	NA	97%	
AMAO 3 ELA PERCENT PROFICIENT OR ABOVE	TARGET	78.4%	89.2%		-----	-----
	PERCENT MET	69.6%	52.2%	NA	18%	6%
AMAO 3 MATH PARTICIPATION RATE	TARGET	95%	95%	95%	95%	95%
	PERCENT MET	100%	100%	NA	98%	100%
AMAO 3 MATH PERCENT PROFICIENT OR ABOVE	TARGET	79%	89.5%	NA	NA	NA
	PERCENT MET	78.3	69.6%	NA	42.3%	31%

Source: <http://dq.cde.ca.gov/dataquest/t3> <http://www.cde.ca.gov/ta/ac/t3> Date:11/15/2016

- **AMAO 1—Exceeded the target by 10.1% in 2012**
- **AMAO 2—Met or exceeded the target in 2012, 2014 and 2015 for students classified as Els less than 5 years. Not a significant number of students classified as Els more than 5 years.**
- **AMAO 3—Met or exceeded participation rates in all years**
- **AMAO 3—ELs did not meet proficiency targets in ELA in 2012 and 2013; Met the proficiency rate in math in 2012 by safe harbor, but not in 2013 when the difference between the target and performance was 20%.**

## ANALYSIS OF DATA RELATED TO STUDENT ENGAGEMENT

### AVERAGE DAILY ATTENDANCE

TABLE 10

2012	2013	2014	2015	2016
95.56%	95.37%	96%	94%	95.44%

SOURCE: 2014 <http://dq.cde.ca.gov/dataquest/Acnt2015/>

SOURCE 2012-2014 AND 2016 — LOCAL DATA

### YEARLY TRUANCY RATE

TABLE 11

	2012	2013	2014	2015	2016
CUMULATIVE ENROLLMENT	374	398	396	366	378
PERCENTAGE TRUANT	0%	0%	52.53%	40.98%	62.96%

SOURCES: 2012-2015 <http://dq.cde.ca.gov/dataquest/SuspExp/TuancyReport> 2016: LOCAL DATA

- The average daily attendance from 2012 – 2016 has been 95% or above, excepting in 2015 when it was 94%.
- The DataQuest reports for 2012 and 2013 show 0.0% truancy rate for these years. It is likely that there was an error in the submission or no certification on CALPADS. In 2016, there was a dramatic increase in truancy, primarily due to tardiness. A review this data shows that students who were less than 30 minutes late were reported so this inflated the truancy rate. This was due to a misunderstanding of what the law specifies. The correct interpretation is now being applied.

## SUSPENSIONS AND EXPULSIONS

TABLE 12

Year	2012	2013	2014	2015	2016
<b>TOTAL SUSPENSIONS/ENROLLMENT</b>	0/374	8/398	18/396	16/366	7/378
<b>SUSPENSION RATE</b>	0.0%	1.3%	4.5%	4%	1.9%
<b>EXPULSION RATE</b>	0.0%	0.0%	0.0%	0.00%	0.00%
<b>NUMBER OF OUT OF SCHOOL SUSPENSIONS BY ETHNICITY</b>					
<b>AFRICAN AMERICAN/BLACK</b>	No REPORT ON DATAQUEST	8	15	11	4
<b>LATINO</b>		0	0	5	3
<b>NUMBER OF IN SCHOOL SUSPENSIONS</b>		0	11	0	0
<b>TOTAL SUSPENSION</b>		8	26	16	7

SOURCE FOR 2012-2014: <http://dq.cde.ca.gov/dataquest> 11/15/16 SOURCE FOR 2015- 2016- LOCAL DATA.

There was no suspension or expulsion rate calculated for 2012 because WLC failed to certify our 2012 CALPADS end of year discipline submission. In 2014 and 2015 there was a dramatic increase in suspensions. It should also be noted that only African-American students were suspended in 2013 and 2014. In 2015, the percentage of African Americans suspended was 1.01% and for Latino students .08%.

## SUMMARY OF SURVEYS

TABLE 13

PROMPTS FOR ATTRIBUTES AND SERVICES EVALUATED	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
All students are taught y highly qualified teachers	80%	12%	8%	2%
All students have access to Common Core Curriculum...technology	90%	10%	0%	0%
All students demonstrate progress towards proficient in all core subj.s.	85%	13.6%	1.2%	.2%
The school provides multiple opportunities for parent involvement	80%	10%	5%	5%
School provides support for Els by providing ELD instruction.	72.6%	16.7%	7.4%3	3%
The school monitors and tracks student daily attendance and provides incentives for improvement.	100%	0%	0%	0%
PROMPTS FOR ATTRIBUTES AND SERVICES EVALUATED	EXCEEDS	MEETS	DOES NOT MEET	NOT ELIGIBLE
Rate your level satisfaction with the English Language program.	37%	38.2%	4%	20.8%
Rate your level of satisfaction with Response to Intervention program	41.2%	47.8%	3.4%	7.6%
Rate your level of satisfaction with Special Education Services	21.8%	27.1%	6%	45.1%
Rate your level of satisfaction with the Gifted and Talented program.	8.4%	25.1%	12.5%	54%
Rate your level of satisfaction with the lunch program.	43.9%	50.2%	4.5%	1.4%

- Table 13 shows the results of surveys done in spring 2016 These represent the combined responses of staff, parents and students. The information was used to formulate goals and actions for the LCAP.

## SUMMARY AND ANALYSIS OF ACADEMIC PERFORMANCE 2015—2016

In 2010, California adopted the ELA and math Common Core State Standards(CCSS). WLC, began to focus on the implementation of these standards during the 2013—2014 school year. This was a period when much of our time was spent learning about the CA CCSS and how to teach them. We continued to use the Open Court Reading and Singapore Math programs and supplemented these with various resources purported to be aligned with or to facilitate the teaching of CCSS. These included Engage New York, Achieve the Core, and Measuring UP. We also continued to use many of the programs adopted during the previous term of our second petition. Professional development was focused on understanding the standards, and identifying and creating instructional activities designed to teach the standards. In the spring of 2015, students took the SBAC which provided the baseline data. The following charts and narratives summarize the data for 2015 and 2016 in ELA and math and some of the

implications for modifying and focusing instructions. This review focuses on the on the mean scale scores for each grade level, the percentage of students who receive scale scores that correspond to achievement levels 1, 2, 3, and 4; and (3) students' performance on the sub-scores or *Claims* for each content area.

### ELA ACHIEVEMENT 2015 CAASPP

TABLE 14

ELA 2015 ACHIEVEMENT BY ALL STUDENTS	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	ALL
NUMBER OF STUDENTS TESTED/ENROLLED	61/61	47/47	56/56	164/164
PERCENT OF ENROLLED STUDENTS TESTED	100%	100%	100%	100%
<b>MEAN SCALE SCORE</b>	<b>2401.1</b>	<b>2411.8</b>	<b>2497.3</b>	<b>NA</b>
STANDARD EXCEEDED 4	16%	4%	11%	11%
STANDARD MET 3	16%	15%	38%	23%
STANDARD NEARLY MET 2	31%	30%	29%	30%
STANDARD NOT MET 1	36%	51%	23%	36%
<b>READING: DEMONSTRATING UNDERSTANDING OF LITERARY AND NON-FICTIONAL TEXTS</b>				
ABOVE STANDARD	13%	2%	13%	10%
AT OR NEAR STANDARD	41%	49%	48%	46%
BELOW STANDARD	46%	49%	39%	45%
<b>WRITING: PRODUCING CLEAR AND PURPOSEFUL WRITING</b>				
ABOVE STANDARD	7%	2%	20%	10
AT OR NEAR STANDARD	61%	62	55%	59%
BELOW STANDARD	33%	36%	25%	31%
<b>LISTENING: DEMONSTRATING EFFECTIVE COMMUNICATION SKILLS</b>				
ABOVE STANDARD	5%	6%	18%	10%
AT OR NEAR STANDARD	72%	68%	63%	68%
BELOW STANDARD	23%	26%	20%	23%
<b>RESEARCH/INQUIRY: INVESTIGATING, ANALYZING AND PRESENTING INFORMATION</b>				
ABOVE STANDARD	18%	3%	32%	19%
AT OR NEAR STANDARD	57%	49%	59%	56%
BELOW STANDARD	25%	49%	9%	25%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015); DATE 7/26/2016

TABLE 15

ELA 2015 ACHIEVEMENT BY ECONOMIC STATUS	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	ALL
NUMBER OF STUDENTS TESTED/ENROLLED	57/62	45/47	52/56	154/165
PERCENT OF ENROLLED STUDENTS TESTED	91.9%	95.7%	92.9%	93.3%
<b>MEAN SCALE SCORE</b>	<b>2397.4</b>	<b>2409.5</b>	<b>2496.5</b>	<b>NA</b>
STANDARD EXCEEDED 4	16%	4%	10%	10%
STANDARD MET 3	14%	13%	38%	22%
STANDARD NEARLY MET 2	32%	29%	31%	31%
STANDARD NOT MET 1	39%	53%	21%	37%
<b>READING: DEMONSTRATING UNDERSTANDING OF LITERARY AND NON-FICTIONAL TEXTS</b>				
ABOVE STANDARD	12%	2%	12%	9%
AT OR NEAR STANDARD	40%	49%	50%	46%
BELOW STANDARD	47%	49%	38%	45%
<b>WRITING: PRODUCING CLEAR AND PURPOSEFUL WRITING</b>				
ABOVE STANDARD	5%	2%	19%	9%
AT OR NEAR STANDARD	60%	60%	56%	58%
BELOW STANDARD	35%	38%	25%	32%
<b>LISTENING: DEMONSTRATING EFFECTIVE COMMUNICATION SKILLS</b>				
ABOVE STANDARD	5%	7%	17%	10%
AT OR NEAR STANDARD	70%	67%	63%	67%
BELOW STANDARD	25%	27%	19%	23%
<b>RESEARCH/INQUIRY: INVESTIGATING, ANALYZING AND PRESENTING INFORMATION</b>				
ABOVE STANDARD	19%	3%	31%	19%
AT OR NEAR STANDARD	54%	49%	62%	56%
BELOW STANDARD	26%	49%	8%	25%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015); DATE 7/26/2016

**Tables 14 & 15**—Because most of our students are classified as economically disadvantaged, the scores in these charts are very similar.. The scale scores for each grade level were in the achievement level 2, “standard nearly met.” Grade 5 had the highest scores, 49% met or exceeded standard. A look at the ELA claims shows that grade 5 students were stronger in every sub skill area as well. Each grade level performed best in the claim Listening: Demonstrating Effective Communications Skills. The assessment requires that students listen to information delivered orally and interpret and use it. For this claim, the greatest percentage of students were “at or near standard” and “above standard.” Generally, this means that students comprehend, interpret and apply text they listen to much better than when they must read the same level of text independently. One implication, is that students may not be highly fluent, prosodic independent readers and likely need more instruction designed to improve foundational reading skills applied to their level—multi-syllabic words.

TABLE 16

<b>2015 ELA</b>				
<b>ACHIEVEMENT BY ETHNICITY-BLACK OR AFRICAN AMERICAN</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS TESTED/ENROLLED	37/62	39/47	45/56	121/165
PERCENT OF ENROLLED STUDENTS TESTED	59.7%	83.0%	80.4%	73.3%
<b>MEAN SCALE SCORE</b>	<b>2400.3</b>	<b>2402.8</b>	<b>2508.0</b>	<b>NA</b>
STANDARD EXCEEDED 4	14%	5%	13%	11%
STANDARD MET 3	22%	10%	40%	25%
STANDARD NEARLY MET 2	27%	26%	29%	27%
STANDARD NOT MET 1	38%	59%	18%	37%
<b>READING: DEMONSTRATING UNDERSTANDING OF LITERARY AND NON-FICTIONAL TEXTS</b>				
ABOVE STANDARD	8%	3%	16%	9%
AT OR NEAR STANDARD	49%	41%	49%	46%
BELOW STANDARD	43%	56%	36%	45%
<b>WRITING: PRODUCING CLEAR AND PURPOSEFUL WRITING</b>				
ABOVE STANDARD	8%	3%	22%	12%
AT OR NEAR STANDARD	54%	54%	60%	56%
BELOW STANDARD	38%	44%	18%	32%
<b>LISTENING: DEMONSTRATING EFFECTIVE COMMUNICATION SKILLS</b>				
ABOVE STANDARD	3%	5%	20%	10%
AT OR NEAR STANDARD	78%	67%	67%	70%
BELOW STANDARD	19%	28%	13%	20%
<b>RESEARCH/INQUIRY: INVESTIGATING, ANALYZING AND PRESENTING INFORMATION</b>				
ABOVE STANDARD	16%	3%	38%	22%
AT OR NEAR STANDARD	57%	38%	58%	52%
BELOW STANDARD	27%	59%	4%	26%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015); DATE 7/26/2016

TABLE 17

<b>2015 ELA ACHIEVEMENT BY ETHNICITY—LATINO</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS TESTED/ENROLLED	22/62	8/47	8/56	39/165
PERCENT OF ENROLLED STUDENTS TESTED	23%	17%	16.1%	23.6%
<b>MEAN SCALE SCORE</b>	<b>2405.5</b>	<b>--</b>	<b>--</b>	<b>NA</b>
STANDARD EXCEEDED 4	23%	--	--	13%
STANDARD MET 3	9%	--	--	21%
STANDARD NEARLY MET 2	36%	--	--	36%
STANDARD NOT MET 1	32%	--	--	31%
<b>READING: DEMONSTRATING UNDERSTANDING OF LITERARY AND NON-FICTIONAL TEXTS</b>				
ABOVE STANDARD	23%			13%
AT OR NEAR STANDARD	27%			46%
BELOW STANDARD	50%			41%
<b>WRITING: PRODUCING CLEAR AND PURPOSEFUL WRITING</b>				
ABOVE STANDARD	5%			5%
AT OR NEAR STANDARD	73%			67%
BELOW STANDARD	23%			28%
<b>LISTENING: DEMONSTRATING EFFECTIVE COMMUNICATION SKILLS</b>				
ABOVE STANDARD	9%			10%
AT OR NEAR STANDARD	64%			64%
BELOW STANDARD	27%			26%
<b>RESEARCH/INQUIRY: INVESTIGATING, ANALYZING AND PRESENTING INFORMATION</b>				
ABOVE STANDARD	23%			15%

AT OR NEAR STANDARD	59%			64%
BELOW STANDARD	18%			21%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015); DATE 7/26/2016

Tables 16 and 17 displays SBAC achievement data by ethnic groups. Most students tested this year were African American so that it is difficult to compare the two groups. The mean scale score for grade 3 Latino students was 5.2 points higher than African Americans. The percentage of Latinos who scored "met or exceeded standard" was 2 percentage points below the 36% of African American students' performance.

TABLE 18

2015 ELA ACHIEVEMENT BY DISABILITY STATUS	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	ALL
NUMBER OF STUDENTS TESTED/ENROLLED	5/62	10/47	9/56	24/165
PERCENT OF ENROLLED STUDENTS TESTED	8%	21.3%	16.1%	14.5%
MEAN SCALE SCORE	--	--	--	NA
STANDARD EXCEEDED 4				4%
STANDARD MET 3				13%
STANDARD NEARLY MET 2				17%
STANDARD NOT MET 1				67%
<b>READING: DEMONSTRATING UNDERSTANDING OF LITERARY AND NON-FICTIONAL TEXTS</b>				
ABOVE STANDARD				4%
AT OR NEAR STANDARD				25%
BELOW STANDARD				71%
<b>WRITING: PRODUCING CLEAR AND PURPOSEFUL WRITING</b>				
ABOVE STANDARD				4%
AT OR NEAR STANDARD				46%
BELOW STANDARD				50%
<b>LISTENING: DEMONSTRATING EFFECTIVE COMMUNICATION SKILLS</b>				
ABOVE STANDARD				4%
AT OR NEAR STANDARD				54%
BELOW STANDARD				42%
<b>RESEARCH/INQUIRY: INVESTIGATING, ANALYZING AND PRESENTING INFORMATION</b>				
ABOVE STANDARD				5%
AT OR NEAR STANDARD				60%
BELOW STANDARD				35%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015); DATE 7/26/2016

TABLE 19

2015 ELA ACHIEVEMENT BY ENGLISH LEARNERS	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	ALL
NUMBER OF STUDENTS TESTED/ENROLLED	9/62	4/47	4/56	17/165
PERCENT OF ENROLLED STUDENTS TESTED	14.5%	8.5%	7.1%	10.3%
MEAN SCALE SCORE	NA	NA	NA	NA
STANDARD EXCEEDED 4				0
STANDARD MET 3				18%
STANDARD NEARLY MET 2				41%
STANDARD NOT MET 1				41%
<b>READING: DEMONSTRATING UNDERSTANDING OF LITERARY AND NON-FICTIONAL TEXTS</b>				
ABOVE STANDARD				6%
AT OR NEAR STANDARD				41%
BELOW STANDARD				53%
<b>WRITING: PRODUCING CLEAR AND PURPOSEFUL WRITING</b>				
ABOVE STANDARD				0%
AT OR NEAR STANDARD				65%
BELOW STANDARD				35%
<b>LISTENING: DEMONSTRATING EFFECTIVE COMMUNICATION SKILLS</b>				
ABOVE STANDARD				0%
AT OR NEAR STANDARD				65%
BELOW STANDARD				35%
<b>RESEARCH/INQUIRY: INVESTIGATING, ANALYZING AND PRESENTING INFORMATION</b>				
ABOVE STANDARD				0%
AT OR NEAR STANDARD				76%
BELOW STANDARD				24%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015); DATE 7/26/2016

**TABLES 18 & 19** displays achievement of SWD and ELs. SWDs 17% met or exceeded standard. 67% did not meet standard. As with other groups, these students likely are dysfluent readers as evidenced by the large percentage who were below standard in reading text compared to 42% below in listening to and interpreting text. 18% of Latino students met standard and 41% did not meet standard. Students scored similarly in most of the claims excepting the reading claim where 53% were below standard. However, 6% of students did exceed the standard in the reading claim.

### MATH ACHIEVEMENT 2015 CAASPP

TABLE 20

2015 ACHIEVEMENT BY ALL STUDENTS	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	ALL
NUMBER OF STUDENTS TESTED/ENROLLED	60/62	47/47	56/56	163/165
PERCENT OF ENROLLED STUDENTS TESTED	96.8%	100%	100%	98.8%
NUMBER OF STUDENTS WITH SCORES	60	47	56	163
MEAN SCALE SCORES	2424.7	2449.5	2470.5	NA
STANDARD EXCEEDED	13%	6%	7%	9%
STANDARD MET	30%	19%	16%	22%
STANDARD NEARLY MET	32%	51%	32%	37%
STANDARD NOT MET	25%	23%	45%	31%
<b>CONCEPTS &amp; PROCEDURES: APPLYING MATHEMATICAL CONCEPTS AND PROCEDURES</b>				
ABOVE STANDARD	27%	15%	16%	20%
AT OR NEAR STANDARD	30%	8%	27%	31%
BELOW STANDARD	43%	47%	57%	49%
<b>PROBLEM SOLVING &amp; MODELING/DATA ANALYSIS: USING APPROPRIATE TOOLS AND STRATEGIES TO SOLVE REAL WORLD AND MATHEMATICAL PROBLEMS</b>				
ABOVE STANDARD	17%	9%	2%	9%
AT OR NEAR STANDARD	50%	53%	46%	50%
BELOW STANDARD	33%	38%	52%	41%
<b>COMMUNICATING REASONING: DEMONSTRATING ABILITY TO SUPPORT MATHEMATICAL CONCLUSIONS</b>				
ABOVE STANDARD	27%	13%	11%	17%
AT OR NEAR STANDARD	57%	47%	41%	48%
BELOW STANDARD	17%	40%	48%	34%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015); DATE 7/26/2016

TABLE 21

2015 ACHIEVEMENT BY ECONOMIC STATUS	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	ALL
NUMBER OF STUDENTS TESTED/ENROLLED	56/62	45/47	52/56	153/165
PERCENT OF ENROLLED STUDENTS TESTED	90.3%	95.7%	92.8%	92.7%
MEAN SCALE SCORE	2422.1	2448.0	2469.4	NA
STANDARD EXCEEDED 4	13%	7%	6%	8%
STANDARD MET 3	29%	18%	17%	22%
STANDARD NEARLY MET 2	32%	51%	33%	38%
STANDARD NOT MET 1	27%	24%	44%	32%
<b>CONCEPTS &amp; PROCEDURES: APPLYING MATHEMATICAL CONCEPTS AND PROCEDURES</b>				
ABOVE STANDARD	27%	16%	15%	20%
AT OR NEAR STANDARD	27%	36%	27%	29%
BELOW STANDARD	46%	49%	58%	51%
<b>PROBLEM SOLVING &amp; MODELING/DATA ANALYSIS: USING APPROPRIATE TOOLS AND STRATEGIES TO SOLVE REAL WORLD AND MATHEMATICAL PROBLEMS</b>				
ABOVE STANDARD	18%	9%	2%	10%
AT OR NEAR STANDARD	48%	51%	46%	48%
BELOW STANDARD	34%	40%	52%	42%
<b>COMMUNICATING REASONING: DEMONSTRATING ABILITY TO SUPPORT MATHEMATICAL CONCLUSIONS</b>				
ABOVE STANDARD	25%	13%	10%	16%
AT OR NEAR STANDARD	57%	44%	42%	48%
BELOW STANDARD	18%	42%	48%	35%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015); DATE 7/26/2016

**Tables 20 and 21** displays achievement data of All students and by Economic Status. The percentage of students that met and exceeded standard was 34% in ELA (Table 14) and 31% in math for 2015. Third grade had the highest performance in math with 42% met or exceeded standard. Grade 5 had the largest percentage of students that did not meet standard, and achieved below standard in all the claims.

TABLE 22



<b>2015 MATH ACHIEVEMENT BY ETHNICITY—BLACK OR AFRICAN AMERICAN</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS TESTED/ENROLLED	36/62	39/47	45/56	120/165
PERCENT OF ENROLLED STUDENTS TESTED	58.1%	83%	80.0%	72.7%
<b>MEAN SCALE SCORE</b>	<b>2418.1</b>	<b>2446.2</b>	<b>2479.9</b>	<b>NA</b>
STANDARD EXCEEDED 4	14%	8%	9%	10%
STANDARD MET 3	28%	13%	20%	20%
STANDARD NEARLY MET 2	33%	56%	31%	40%
STANDARD NOT MET 1	25%	23%	40%	30%
<b>CONCEPTS &amp; PROCEDURES: APPLYING MATHEMATICAL CONCEPTS AND PROCEDURES</b>				
ABOVE STANDARD	22%	15%	20%	19%
AT OR NEAR STANDARD	31%	33%	29%	31%
BELOW STANDARD	47%	51%	51%	50%
<b>PROBLEM SOLVING &amp; MODELING/DATA ANALYSIS: USING APPROPRIATE TOOLS AND STRATEGIES TO SOLVE REAL WORLD AND MATHEMATICAL PROBLEMS</b>				
ABOVE STANDARD	14%	10%	2%	8%
AT OR NEAR STANDARD	53%	51%	51%	52%
BELOW STANDARD	33%	38%	47%	40%
<b>COMMUNICATING REASONING: DEMONSTRATING ABILITY TO SUPPORT MATHEMATICAL CONCLUSIONS</b>				
ABOVE STANDARD	28%	10%	13%	17%
AT OR NEAR STANDARD	50%	49%	42%	47%
BELOW STANDARD	22%	41%	44%	37%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015); DATE 7/26/2016

TABLE 23

<b>2015 MATH ACHIEVEMENT BY ETHNICITY—LATINO</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS TESTED/ENROLLED	22/62	8/47	9/56	39/165
PERCENT OF ENROLLED STUDENTS TESTED	35.5%	17%	16.7%	23.6%
<b>MEAN SCALE SCORE</b>	<b>2438.0</b>	--	--	<b>NA</b>
STANDARD EXCEEDED 4	14%	--	--	8%
STANDARD MET 3	36%	--	--	31%
STANDARD NEARLY MET 2	27%	--	--	31%
STANDARD NOT MET 1	23%	--	--	31%
<b>CONCEPTS &amp; PROCEDURES: APPLYING MATHEMATICAL CONCEPTS AND PROCEDURES</b>				
ABOVE STANDARD	36%	--	--	23%
AT OR NEAR STANDARD	27%	--	--	33%
BELOW STANDARD	36%	--	--	44%
<b>PROBLEM SOLVING &amp; MODELING/DATA ANALYSIS: USING APPROPRIATE TOOLS AND STRATEGIES TO SOLVE REAL WORLD AND MATHEMATICAL PROBLEMS</b>				
ABOVE STANDARD	23%	--	--	13%
AT OR NEAR STANDARD	45%	--	--	46%
BELOW STANDARD	32%	--	--	41%
<b>COMMUNICATING REASONING: DEMONSTRATING ABILITY TO SUPPORT MATHEMATICAL CONCLUSIONS</b>				
ABOVE STANDARD	27%	--	--	21%
AT OR NEAR STANDARD	64%	--	--	54%
BELOW STANDARD	9%	--	--	26%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015); DATE 7/26/2016

- Tables 22 and 23—42% of Black students in grade 3 met or exceeded standard. The scale score 2418 is achievement level “standard nearly met” 50% of grade 3 Latino students met or exceeded. The scale score 2438 is achievement level “standard met”. Black students in grades 4 and 5 are “nearly meeting standard.” Both groups performed best on the claim “communicating reasoning.”

TABLE 24

<b>2015 ACHIEVEMENT ENGLISH LEARNERS</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS TESTED/ENROLLED	9/62	4/47	4/56	17/165
PERCENT OF ENROLLED STUDENTS TESTED	14.5	8.5%	7.1%	10.3%
<b>MEAN SCALE SCORE</b>	--	--	--	NA
STANDARD EXCEEDED 4	--	--	--	0%
STANDARD MET 3	--	--	--	24%
STANDARD NEARLY MET 2	--	--	--	29%
STANDARD NOT MET 1	---	--	--	47%
<b>CONCEPTS &amp; PROCEDURES: APPLYING MATHEMATICAL CONCEPTS AND PROCEDURES</b>				
ABOVE STANDARD	--	--	--	6%
AT OR NEAR STANDARD	--	--	--	35%
BELOW STANDARD	--	--	--	59%
<b>PROBLEM SOLVING &amp; MODELING/DATA ANALYSIS: USING APPROPRIATE TOOLS AND STRATEGIES TO SOLVE REAL WORLD AND MATHEMATICAL PROBLEMS</b>				
ABOVE STANDARD	--	--	--	6%
AT OR NEAR STANDARD	--	--	--	35%
BELOW STANDARD	--	--	--	59%
<b>COMMUNICATING REASONING: DEMONSTRATING ABILITY TO SUPPORT MATHEMATICAL CONCLUSIONS</b>				
ABOVE STANDARD	--	--	--	6%
AT OR NEAR STANDARD	--	--	--	59%
BELOW STANDARD	--	--	--	35%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015); DATE 7/26/2016

TABLE 25

<b>2015 ACHIEVEMENT BY DISABILITY STATUS</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS TESTED/ENROLLED	5/62	10/47	9/56	24/165
PERCENT OF ENROLLED STUDENTS TESTED	8.1%	21.3%	16.1%	14.5%
<b>MEAN SCALE SCORE</b>	----	----	---	NA
STANDARD EXCEEDED 4	--	--	--	0%
STANDARD MET 3	--	--	--	8%
STANDARD NEARLY MET 2	--	--	--	46%
STANDARD NOT MET 1	--	--	--	46%
<b>CONCEPTS &amp; PROCEDURES: APPLYING MATHEMATICAL CONCEPTS AND PROCEDURES</b>				
ABOVE STANDARD	--	--	--	4%
AT OR NEAR STANDARD	--	--	--	25%
BELOW STANDARD	--	--	--	71%
<b>PROBLEM SOLVING &amp; MODELING/DATA ANALYSIS: USING APPROPRIATE TOOLS AND STRATEGIES TO SOLVE REAL WORLD AND MATHEMATICAL PROBLEMS</b>				
ABOVE STANDARD	--	--	--	4%
AT OR NEAR STANDARD	--	--	--	46%
BELOW STANDARD	--	--	--	50%
<b>COMMUNICATING REASONING: DEMONSTRATING ABILITY TO SUPPORT MATHEMATICAL CONCLUSIONS</b>				
ABOVE STANDARD	--	--	--	4%
AT OR NEAR STANDARD	--	--	--	42%
BELOW STANDARD	--	--	--	54%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2015](http://CAASPP.CDE.CA.GOV/SB2015); DATE 7/26/2016

- TABLES 24 AND 25 display the math performance of English Learners and Students with Disabilities. 24% of EL's met standard, 8% of SWD met standard.

## ELA ACHIEVEMENT 2016 CAASPP

TABLE 26

<b>2016 ELA ACHIEVEMENT BY ALL STUDENTS</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS TESTED/ENROLLED	72/72	57/59	49/49	178/180
PERCENT OF ENROLLED TESTED	100%	96.6%	100%	98.8%
<b>MEAN SCALE SCORE</b>	<b>2399.5</b>	<b>2443.7</b>	<b>2466.6</b>	<b>N/A</b>
STANDARD EXCEEDED 4	18%	14%	8%	14%
STANDARD MET 3	18%	20%	27%	21%
STANDARD NEARLY MET 2	29%	25%	31%	28%
STANDARD NOT MET 1	35%	41%	35%	37%
<b>READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?</b>				
ABOVE STANDARD	13%	11%	10%	11%
AT OR NEAR STANDARD	38%	46%	43%	42%
BELOW STANDARD	50%	43%	47%	47%
<b>WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?</b>				
ABOVE STANDARD	17%	16%	10%	15%
AT OR NEAR STANDARD	42%	48%	49%	46%
BELOW STANDARD	42%	36%	41%	40%
<b>LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?</b>				
ABOVE STANDARD	17%	7%	8%	11%
AT OR NEAR STANDARD	61%	77%	67%	68%
BELOW STANDARD	22%	16%	24%	21%
<b>RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?</b>				
ABOVE STANDARD	21%	18%	16%	19%
AT OR NEAR STANDARD	50%	50%	59%	53%
BELOW STANDARD	29%	32%	24%	29%

SOURCE <http://caaspp.cde.ca.gov/SB2016>; DATE 8/29/2016

TABLE 27

<b>2016 ELA ACHIEVEMENT BY ECONOMIC STATUS</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS TESTED/ENROLLED	62/72	53/59	44/49	158/180
PERCENT OF ENROLLED STUDENTS TESTED				
<b>MEAN SCALE SCORE</b>	<b>2393.8</b>	<b>2437.7</b>	<b>2468.1</b>	<b>N/A</b>
STANDARD EXCEEDED 4	16%	13%	9%	13%
STANDARD MET 3	18%	15%	27%	20%
STANDARD NEARLY MET 2	29%	27%	27%	28%
STANDARD NOT MET 1	37%	44%	36%	39%
<b>READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?</b>				
ABOVE STANDARD	8%	10%	9%	9%
AT OR NEAR STANDARD	39%	44%	43%	42%
BELOW STANDARD	53%	46%	48%	49%
<b>WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?</b>				
ABOVE STANDARD	15%	13%	11%	13%
AT OR NEAR STANDARD	40%	48%	50%	46%
BELOW STANDARD	45%	38%	39%	41%
<b>LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?</b>				
ABOVE STANDARD	16%	6%	9%	11%
AT OR NEAR STANDARD	61%	77%	64%	67%
BELOW STANDARD	23%	17%	27%	22%
<b>RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?</b>				
ABOVE STANDARD	18%	17%	18%	18%
AT OR NEAR STANDARD	50%	50%	57%	52%
BELOW STANDARD	32%	33%	25%	30%

SOURCE <http://caaspp.cde.ca.gov/SB2016>; DATE 8/29/2016

Schoolwide 35% of students met or exceeded standard. The percentage of students meeting and exceeding standards in grades 3, 4, and 5 were very similar, 36% in grade 3, 34% in grade 4 and 35% in grade 5. At 18%, grade 3 had the largest percentage exceeding standard. As in the previous year, students perform best on the listening claim. This is likely due to a significant number of students that have weaknesses in decoding, especially multi-syllabic words. Also, students' listening skills generally exceed reading comprehension skills through grade 8.

TABLE 28

<b>2016 ELA ACHIEVEMENT BY ETHNICITY—BLACK OR AFRICAN AMERICAN</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS TESTED/ENROLLED	42/72	30/59	38/49	110/180
PERCENT OF ENROLLED STUDENTS TESTED	58.33%	51.4%	77.5%	61.1%
<b>MEAN SCALE SCORE</b>	<b>2387.1</b>	<b>2425.8</b>	<b>2462.9</b>	<b>N/A</b>
STANDARD EXCEEDED 4	17%	7%	11%	12%
STANDARD MET 3	12%	20%	24%	18%
STANDARD NEARLY MET 2	26%	30%	24%	26%
STANDARD NOT MET 1	45%	43%	42%	44%
<b>READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?</b>				
ABOVE STANDARD	10%	7%	13%	10%
AT OR NEAR STANDARD	33%	47%	34%	37%
BELOW STANDARD	57%	47%	53%	53%
<b>WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?</b>				
ABOVE STANDARD	14%	7%	11%	11%
AT OR NEAR STANDARD	40%	53%	42%	45%
BELOW STANDARD	45%	40%	47%	45%
<b>LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?</b>				
ABOVE STANDARD	14%	3%	11%	10%
AT OR NEAR STANDARD	57%	83%	63%	66%
BELOW STANDARD	29%	13%	26%	24%
<b>RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?</b>				
ABOVE STANDARD	17%	10%	18%	15%
AT OR NEAR STANDARD	48%	50%	53%	50%
BELOW STANDARD	36%	40%	29%	35%

SOURCE <http://caaspp.cde.ca.gov/SB2016> ; DATE 8/29/2016

TABLE 29

<b>2016 ELA ACHIEVEMENT BY ETHNICITY--LATINO</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS TESTED/ENROLLED	29/72	25/59	11/49	65/180
PERCENT OF ENROLLED STUDENTS TESTED	40.3%	42.4	22.4	36.1
<b>MEAN SCALE SCORE</b>	<b>2422.4</b>	<b>2466.0</b>	<b>2479.6</b>	<b>N/A</b>
STANDARD EXCEEDED 4	21%	25%	0%	19%
STANDARD MET 3	28%	17%	36%	25%
STANDARD NEARLY MET 2	34%	21%	55%	33%
STANDARD NOT MET 1	17%	38%	9%	23%
<b>READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?</b>				
ABOVE STANDARD	17%	17%	0%	14%
AT OR NEAR STANDARD	45%	46%	73%	50%
BELOW STANDARD	38%	38%	27%	36%
<b>WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?</b>				
ABOVE STANDARD	21%	25%	9%	20%
AT OR NEAR STANDARD	45%	46%	73%	50%
BELOW STANDARD	34%	29%	18%	30%
<b>LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?</b>				
ABOVE STANDARD	21%	13%	0%	14%
AT OR NEAR STANDARD	69%	67%	82%	70%
BELOW STANDARD	10%	21%	18%	16%
<b>RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?</b>				
ABOVE STANDARD	28%	29%	9%	25%
AT OR NEAR STANDARD	55%	46%	82%	56%
BELOW STANDARD	17%	25%	9%	19%

SOURCE <http://caaspp.cde.ca.gov/SB2016> ; DATE 8/29/2016 TABLES 28 & 29

**TABLES 28 & 29**—29% of black students in grade 3 met or exceeded standards, 27% in grade 4, and 35% in grade 5. The percentage of Latino students that met or exceeded standards in grade 3 was 49%, 42% in grade 4, and 36 percent in grade 4. The mean scale scores for both groups was in achievement level “standard nearly met.” However, the mean scale scores for Latino was in the higher end of the range, and for black students in the lower end of the range.

TABLE 30

<b>2016 ELA ACHIEVEMENT ENGLISH LEARNERS</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>ALL</b>
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NUMBER OF STUDENTS TESTED/ENROLLED	6/72	7/59	3/49	16/180
PERCENT OF ENROLLED STUDENTS TESTED	8.3%	11.9%	6.1%	8.8%
<b>MEAN SCALE SCORE</b>				N/A
STANDARD EXCEEDED 4				0%
STANDARD MET 3				6%
STANDARD NEARLY MET 2				38%
STANDARD NOT MET 1				56%
<b>READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?</b>				
ABOVE STANDARD				0%
AT OR NEAR STANDARD				38%
BELOW STANDARD				63%
<b>WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?</b>				
ABOVE STANDARD				0%
AT OR NEAR STANDARD				44%
BELOW STANDARD				56%
<b>LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?</b>				
ABOVE STANDARD				0%
AT OR NEAR STANDARD				69%
BELOW STANDARD				31%
<b>RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?</b>				
ABOVE STANDARD				0%
AT OR NEAR STANDARD				56%
BELOW STANDARD				44%

SOURCE <http://caaspp.cde.ca.gov/SB2016>; DATE 8/29/2016

TABLE 31

<b>2016 ELA ACHIEVEMENT BY DISABILITY STATUS</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS TESTED/ENROLLED	12/72	7/59	8/49	27/180
PERCENT OF ENROLLED STUDENTS TESTED	17%	11.9%	16.3%	15%
<b>MEAN SCALE SCORE</b>	2334.3	--	--	N/A
STANDARD EXCEEDED 4	8%	--	--	7%
STANDARD MET 3	8%	--	--	7%
STANDARD NEARLY MET 2	17%	--	--	22%
STANDARD NOT MET 1	67%	--	--	63%
<b>READING: HOW WELL DO STUDENTS UNDERSTAND STORIES AND INFORMATION THAT THEY READ?</b>				
ABOVE STANDARD	0%			7%
AT OR NEAR STANDARD	17%			22%
BELOW STANDARD	83%			70%
<b>WRITING: HOW WELL DO STUDENTS COMMUNICATE IN WRITING?</b>				
ABOVE STANDARD	8%			4%
AT OR NEAR STANDARD	17%			26%
BELOW STANDARD	75%			70%
<b>LISTENING: HOW WELL DO STUDENTS UNDERSTAND SPOKEN INFORMATION?</b>				
ABOVE STANDARD	8%			7%
AT OR NEAR STANDARD	42%			52%
BELOW STANDARD	50%			41%
<b>RESEARCH/INQUIRY: HOW WELL CAN STUDENTS FIND AND PRESENT INFORMATION ABOUT A TOPIC?</b>				
ABOVE STANDARD	8%			4%
AT OR NEAR STANDARD	25%			52%
BELOW STANDARD	67%			44%

SOURCE <http://caaspp.cde.ca.gov/SB2016>; DATE 8/29/2016

TABLES 30 & 31—6% of English learners met standard. None exceeded standard. 14% of SWD met and exceeded standard. For both groups, the largest percentage of students did not meet standard. Both groups performed best on the claims Listening, and Research/Inquiry.

## MATH ACHIEVEMENT 2016 CAASPP

TABLE 32

<b>2016 MATH ACHIEVEMENT BY ALL STUDENTS</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS ENROLLED	72/72	56/59	49/49	178/180
PERCENT OF ENROLLED STUDENTS TESTED	100%	94.9%	100%	98%
<b>MEAN SCALE SCORE</b>	<b>2429.8</b>	<b>2480.5</b>	<b>2490.5</b>	<b>NA</b>
STANDARD EXCEEDED 4	18%	25%	2%	16%
STANDARD MET 3	31%	20%	35%	28%
STANDARD NEARLY MET 2	26%	34%	35%	31%
STANDARD NOT MET 1	25.5%	21%	29%	25%
<b>CONCEPTS &amp; PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEAS?</b>				
ABOVE STANDARD	33%	36%	12%	28%
AT OR NEAR STANDARD	36%	29%	53%	38%
BELOW STANDARD	31%	36%	35%	33%
<b>PROBLEM SOLVING AND MODELING &amp; DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS?</b>				
ABOVE STANDARD	25%	21%	2%	18%
AT OR NEAR STANDARD	53%	41%	55%	50%
BELOW STANDARD	22%	38%	43%	33%
<b>COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?</b>				
ABOVE STANDARD	25%	27%	6%	20%
AT OR NEAR STANDARD	54%	46%	55%	52%
BELOW STANDARD	21%	27%	39%	28%

SOURCE <http://caaspp.cde.ca.gov/SB2016>; DATE 8/29/2016

TABLE 33

<b>2016 MATH ACHIEVEMENT BY ECONOMIC STATUS</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>ALL WATTS</b>
NUMBER OF STUDENTS TESTED/ENROLLED	62/72	52/59	44/49	158/180
PERCENT OF ENROLLED STUDENTS TESTED	86.1%	88.1%	90%	88%
<b>MEAN SCALE SCORE</b>	<b>2422.2</b>	<b>2481.8</b>	<b>2487.7</b>	<b>NA</b>
STANDARD EXCEEDED 4	16%	25%	2%	15%
STANDARD MET 3	27%	21%	32%	27%
STANDARD NEARLY MET 2	29%	33%	36%	32%
STANDARD NOT MET 1	27%	21%	30%	26%
<b>CONCEPTS &amp; PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEAS?</b>				
ABOVE STANDARD	31%	37%	11%	27%
AT OR NEAR STANDARD	35%	29%	52%	38%
BELOW STANDARD	34%	35%	36%	35%
<b>PROBLEM SOLVING AND MODELING &amp; DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS?</b>				
ABOVE STANDARD	23%	23%	2%	17%
AT OR NEAR STANDARD	53%	37%	52%	47%
BELOW STANDARD	24%	40%	45%	35%
<b>COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?</b>				
ABOVE STANDARD	19%	27%	5%	18%
AT OR NEAR STANDARD	56%	46%	55%	53%
BELOW STANDARD	24%	27%	41%	30%

SOURCE <http://caaspp.cde.ca.gov/SB2016>; DATE 8/29/2016

TABLE 32 & 33 – The mean scale scores for these groups are in the achievement level 2 “standard nearly met”. The scores for grades 3 and 4 were very close to the range for standard met. Students performed best on the claim Communicating Reasoning with 71% above, at or near standard”

TABLE 34

<b>2016 MATH ACHIEVEMENT BY ETHNICITY—BLACK OR AFRICAN AMERICAN</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS TESTED/ENROLLED	42/72	30/59	38/49	110/180
PERCENT OF ENROLLED STUDENTS TESTED				
<b>MEAN SCALE SCORE</b>	<b>2416.4</b>	<b>2471.8</b>	<b>2484.8</b>	<b>NA</b>
STANDARD EXCEEDED 4	14%	20%	0%	11%
STANDARD MET 3	29%	20%	34%	28%
STANDARD NEARLY MET 2	26%	40%	34%	33%
STANDARD NOT MET 1	31%	20%	32%	28%
<b>CONCEPTS &amp; PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEAS?</b>				
ABOVE STANDARD	26%	37%	11%	24%
AT OR NEAR STANDARD	40%	30%	53%	42%
BELOW STANDARD	33%	33%	37%	35%
<b>PROBLEM SOLVING AND MODELING &amp; DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS.</b>				
ABOVE STANDARD	26%	17%	3%	15%
AT OR NEAR STANDARD	43%	47%	47%	54%
BELOW STANDARD	31%	37%	50%	32%
<b>COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?</b>				
ABOVE STANDARD	21%	20%	3%	15%
AT OR NEAR STANDARD	57%	50%	53%	54%
BELOW STANDARD	21%	30%	45%	32%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2016](http://CAASPP.CDE.CA.GOV/SB2016) ; DATE 8/29/2016

TABLE 35

<b>2016 MATH ACHIEVEMENT BY ETHNICITY—LATINO</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS TESTED/ENROLLED	29/72	24/59	11/49	64/180
PERCENT OF ENROLLED STUDENTS TESTED	40.3%	40.7%	22.4%	36%
<b>MEAN SCALE SCORE</b>	<b>2451.2</b>	<b>2498.9</b>	<b>2510.4</b>	<b>NA</b>
STANDARD EXCEEDED 4	24%	33%	9%	25%
STANDARD MET 3	34%	21%	36%	30%
STANDARD NEARLY MET 2	28%	29%	36%	30%
STANDARD NOT MET 1	14%	17%	18%	16%
<b>CONCEPTS &amp; PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEAS?</b>				
ABOVE STANDARD	45%	38%	18%	38%
AT OR NEAR STANDARD	31%	29%	55%	34%
BELOW STANDARD	24%	33%	27%	28%
<b>PROBLEM SOLVING AND MODELING &amp; DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS?</b>				
ABOVE STANDARD	24%	29%	0%	22%
AT OR NEAR STANDARD	66%	33%	82%	56%
BELOW STANDARD	10%	38%	18%	22%
<b>COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?</b>				
ABOVE STANDARD	31%	38%	18%	31%
AT OR NEAR STANDARD	52%	42%	64%	50%
BELOW STANDARD	17%	21%	18%	19%

SOURCE [HTTP://CAASPP.CDE.CA.GOV/SB2016](http://CAASPP.CDE.CA.GOV/SB2016) ; DATE 8/29/2016

TABLES 34 & 35— The mean scale scores for black students for all grades are in achievement level 2, standard nearly met. 39% of black students met or exceeded standard. The mean scale scores for Latino students for grades 3 and 4 are in achievement level 3, "standard met." The mean scale for this group was 2510 and in achievement level 2, "standard nearly met."

TABLE 36



<b>2016 MATH ACHIEVEMENT BY ENGLISH LEARNERS</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS TESTED/ENROLLED	6/72	7/59	3/49	16/180
PERCENT OF ENROLLED STUDENTS TESTED	8.3%	11.9%	6.1%	8.9%
<b>MEAN SCALE SCORE</b>				N/A
STANDARD EXCEEDED 4				0%
STANDARD MET 3				31%
STANDARD NEARLY MET 2				38%
STANDARD NOT MET 1				31%
<b>CONCEPTS &amp; PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEAS?</b>				
ABOVE STANDARD				13%
AT OR NEAR STANDARD				50%
BELOW STANDARD				38%
<b>PROBLEM SOLVING AND MODELING &amp; DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS.</b>				
ABOVE STANDARD				0%
AT OR NEAR STANDARD				63%
BELOW STANDARD				38%
<b>COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?</b>				
ABOVE STANDARD				6%
AT OR NEAR STANDARD				44%
BELOW STANDARD				50%

[HTTP://CAASPP.CDE.CA.GOV/SB2016](http://CAASPP.CDE.CA.GOV/SB2016) ; DATE 8/29/2016

TABLE 37

<b>2016 MATH ACHIEVEMENT BY DISABILITY STATUS</b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>TH</sup></b>	<b>ALL</b>
NUMBER OF STUDENTS TESTED/ENROLLED	12/72	7/59	8/49	27/180
PERCENT OF ENROLLED STUDENTS TESTED	17%	11.9%	16.3%	15%
<b>MEAN SCALE SCORE</b>	2373.5			N/A
STANDARD EXCEEDED 4	17%			15%
STANDARD MET 3	8%			7%
STANDARD NEARLY MET 2	8%			19%
STANDARD NOT MET 1	67%			59%
<b>CONCEPTS &amp; PROCEDURES: HOW WELL DO STUDENTS USE MATHEMATICAL RULES AND IDEAS?</b>				
ABOVE STANDARD	25%			19%
AT OR NEAR STANDARD	0%			15%
BELOW STANDARD	75%			67%
<b>PROBLEM SOLVING AND MODELING &amp; DATA ANALYSIS: HOW WELL CAN STUDENTS SHOW AND APPLY THEIR PROBLEM SOLVING SKILLS?</b>				
ABOVE STANDARD	33%			19%
AT OR NEAR STANDARD	8%			19%
BELOW STANDARD	58%			63%
<b>COMMUNICATING REASONING: HOW WELL CAN STUDENTS THINK LOGICALLY AND EXPRESS THEIR THOUGHTS IN ORDER TO SOLVE A PROBLEM?</b>				
ABOVE STANDARD	17%			11%
AT OR NEAR STANDARD	42%			33%
BELOW STANDARD	42%			56%

[HTTP://CAASPP.CDE.CA.GOV/SB2016](http://CAASPP.CDE.CA.GOV/SB2016) ; DATE 8/29/2016

TABLES 36, 37—31% of English Learners met standard. -22% of students with disabilities met or exceeded standards. The percentage of SWDs that did not meet standard was 59%. The percentage of English Learners not meeting standard was 31%.

## CHANGE OVER TIME: THIRD GRADE TO FOURTH GRADE

TABLE 38

ENGLISH LANGUAGE ARTS/LITERACY	3 <sup>RD</sup> GRADE (2015)	4 <sup>TH</sup> GRADE (2016)
MEAN SCALE SCORE	<b>2401.1</b>	<b>2443.7</b>
STANDARD EXCEEDED LEVEL 4	16%	14%
STANDARD MET: LEVEL 3	16%	20%
STANDARD NEARLY MET: LEVEL 2	31%	25%
STANDARD NOT MET: LEVEL 1	36%	41%
MATHEMATICS	3 <sup>RD</sup> GRADE (2015)	4 <sup>TH</sup> GRADE (2016)
MEAN SCALE SCORE	<b>2424.7</b>	<b>2480.5</b>
STANDARD EXCEEDED LEVEL 4	13%	25%
STANDARD MET: LEVEL 3	30%	20%
STANDARD NEARLY MET: LEVEL 2	32%	34%
STANDARD NOT MET: LEVEL 1	25%	21%

[HTTP://CAASPP.CDE.CA.GOV/SB2016](http://CAASPP.CDE.CA.GOV/SB2016); DATE 8/29/2016

TABLE 39

### CHANGE OVER TIME: FOURTH GRADE TO FIFTH GRADE

ENGLISH LANGUAGE ARTS/LITERACY	4 <sup>TH</sup> GRADE (2015)	5 <sup>TH</sup> GRADE (2016)
MEAN SCALE SCORE	<b>2411.8</b>	<b>2466.6</b>
STANDARD EXCEEDED LEVEL 4	4%	8%
STANDARD MET: LEVEL 3	15%	27%
STANDARD NEARLY MET: LEVEL 2	30%	31%
STANDARD NOT MET: LEVEL 1	51%	35%
MATHEMATICS	4 <sup>TH</sup> GRADE (2015)	5 <sup>TH</sup> GRADE (2016)
MEAN SCALE SCORE	<b>2449.5</b>	<b>2490.5</b>
STANDARD EXCEEDED LEVEL 4	6%	2%
STANDARD MET: LEVEL 3	19%	35%
STANDARD NEARLY MET: LEVEL 2	51%	35%
STANDARD NOT MET: LEVEL 1	23%	29%

[HTTP://CAASPP.CDE.CA.GOV/SB2016](http://CAASPP.CDE.CA.GOV/SB2016); DATE 8/29/2016

The scale scores are vertical so that individual student and grade level growth can be compared over time. These tables illustrate the amount of change that occurs in student learning from one grade level to the next. **Table 38** shows that the change overtime for students who first took the assessment in grade 3 compared to their performance in grade 4. The mean scale score in grade 3 was 2401.1 in ELA and is in the achievement level for “standard nearly met.” There was a 42.6 point increase in grade 4. This scale score is also in the achievement level of “standard nearly met.” For grade 3 math in 2015, the scale score of 2424.7 is at the high end of “standard nearly met”. The standard met scale score was missed by 8 points. In 2016 while in grade 4, these students had a mean scale score of 2480.5. This was only 4.5 point below the achievement level 3, “standard met.”

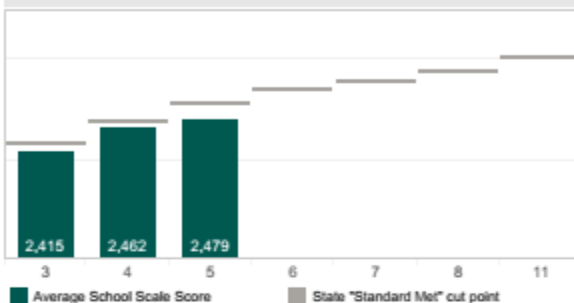
**Table 39** compares grade 4 students’ performance in 2015 with theirs in grade five. **In ELA**, the mean scale score was 2411.8 which is in achievement level 1, “standard not met”. In 2016, the mean scale score was 2466.6, an increase of 55.2 points. This scale score is in achievement level for “standard nearly met.” The mean scale score **in math in 2015** was 2449.5 in achievement level 2 “standard nearly met.” There was an increase of 41 points to 2490.5 which was in the high end of the scale score range 2, “standard nearly met.”

# SBAC Summary Snapshot 2016

Select School:  
Watts Learning Center (Los ...

Watts Learning Center (Los Angeles)

## SBAC Scale Scores by Grade



APD is calculated using SBAC Scale Scores by grade.

This school's  
**Average Point Difference** is:  
**23 below**

APD means the average student in this school scored 23 points below the state standard for "met" on the CAASPP.

This represents the **55** percentile statewide on APD.

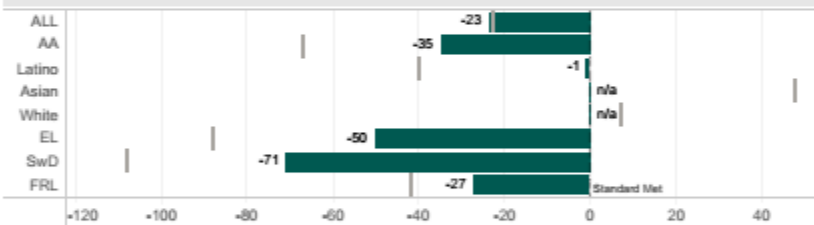
Note: Rank is calculated excluding ASAM, Alternative, and small (<30 valid test-takers) schools.

## Who are the students who attend this school?

African American	Latino	Asian	White	English Learners	Students with Disabilities	FRL Eligible
57.4%	40.8%	0.0%	0.0%	21.2%	15.3%	88.8%

Total Enrollment:  
**392**

## APD by Subgroup



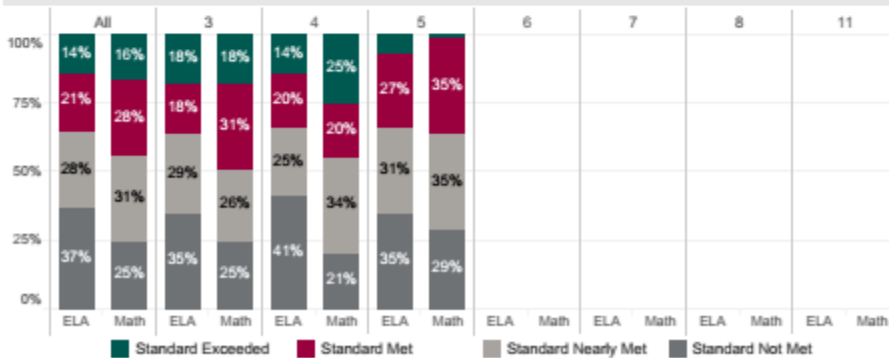
Note: Subgroup APD is calculated for ethnicities if at least one grade has >11 valid test scores, and for all other subgroups if there are >11 valid test scores schoolwide within that subgroup.

## Growth by Subgroup

2015 to 2016 change

ALL	9.1
AA	+1.7
Latino	11.4
Asian	-
White	-
EL	1.9
SwD	2.1
FRL	7.7

## Performance Levels by Grade



Performance Levels  
☒ Standard Not Met  
☒ Standard Nearly Met  
☒ Standard Met  
☒ Standard Exceeded



California  
Charter Schools  
Association

School Leader: Kelly Baptiste  
Phone: (323) 754-9900

Grades: K-5 | Located within: Los Angeles Unified School District (LAUSD)  
Address: 310 W 95th St Los Angeles, CA 90003

All testing data included in this report reflects that included in the California Department of Education file issued 8/24/2016.

Printed on: 11/16/2016  
7:00:02 PM

In 2016, 49 percent of California's students in grades 3-8 and grade 11 taking the SBAC test met the minimum proficient scale score in English language arts and 37 percent scored at that level in math. CCSA has developed an accountability framework that looks at (1) Average Point Difference which is a measure that compares a school's SBAC scale scores by grade to the state standard for "met". The APD means that the average student in the school scored that many scale score points above or below the met standard. (2) the percentile rank based on the score, and (3) for (2015-2016) a minimum growth or increase on the Average Point Difference (APD) of at least 15 scale score points between grade levels. The Association has also calculated similar school measures for all schools in the state.

The above snapshot from the California Charter Schools Association shows that WLC's APD for the average student was by 23 points below met scale score on CAASPP. This is at the 55<sup>th</sup> percentile state rank on APD. WLC had a similar school measure of 6 in 2015 and 2016. <http://www.ccsa.org/2016/11/2016-17-state-ranks-and-similar-schools-ranks-pdf-spreadsheet.html>

## **SUCCESS OF INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM**

An innovative feature that we began during this Charter term and continue is the implementation of steps that build personal relationships with our students and families. These efforts have had very positive impacts on the academic, social, and emotional growth of students in our school community. This year we will pilot implementing bi-annual classroom parent meetings and home visits. In addition, each teacher will also implement weekly class meetings. These meetings give every student a voice. The process helps all students to feel valued and have an equal opportunity to voice an opinion and contribute to problem solving. Pupils also learn to work toward a consensus. The class meeting agenda typically includes the following topics:

1. Things that are going well (encouragement)
2. Planning (rules, homework, curriculum, projects)
3. Responsibilities (jobs)
4. Things to be improved (problems)
5. Personal concerns (personal issues)
6. Feedback (How did you feel about the meeting today? What did you learn?)

Though not new or innovative for some schools, we have implemented once monthly minimum days which has increased our monthly common planning time within or across grade levels to 16 hours monthly. This has improved planning and the delivery of instruction. Though there are challenges connected to this process, we are committed to the process because we see growth for teachers and increased accountability within the group and individuals.

## **AREAS OF CHALLENGE**

We have had several challenging areas. Probably most serious was the loss of a significant number (8) of highly effective teachers who had been with the school for 5 years or longer. One teacher retired. However, others left primarily because of higher pay offered by the District, as all but one teacher took positions with LAUSD and one with the Los Angeles County Office of Education. Most, but not all of these experienced teachers were replaced by new, inexperienced teachers. Other challenges were primarily related to the transition to the CA CCSS in ELA and math. The early steps to learn the new standards, methods to teach them, and appropriate instructional resources was sometimes uncertain and tentative. Especially challenging, is the effective teaching of comprehension strategies—close reading, paraphrasing, summarizing.

We have taken steps to meet the challenge of attracting and retaining experienced staff by increasing teachers' salaries and providing other incentives. Teachers' knowledge and instructional strategies have been improved as the result of professional development—webinars, conferences and collaboration. We have recently adopted and ELA/ELD program which was approved by the Instructional Quality Commission. Through common planning, we are increasing teachers' effectiveness in a supportive environment. — Unified coherent strategies for teaching meaning making or comprehension while reading, writing, listening, and speaking remain elusive. The new Journeys program is increasing teachers' confidence in delivering cohesive ELA/ELD instruction.

## **STUDENT POPULATION TO BE SERVED**

The Watts Learning Center is located in zip code 90003. According [City-Data.com](http://City-Data.com), in 2013 the population in this zip code was 66,200. Thirty-nine percent (39%) were below the poverty level. Sixteen percent (16%) are unemployed. The median household income was \$29,686 as compared to \$60,190 for the state and \$52,239 for the county of Los Angeles. Twenty-four percent (24%) were African American and 74.6% were Latino. Forty-seven percent (47%) of persons 25 or older were high school graduates or higher. Approximately 46 percent of adults do not have a high school diploma. The percent having a bachelor's degree or higher is only 5.9 percent as compared to 34% of Californians 25 or older. Of the households with children under 18, **forty-four percent** were headed by single mothers or fathers. Twenty-nine percent (29%) of residents spoke English at home. In Sixty percent of households Spanish is spoken.

TABLE 41

Year	12-13		13-14		14-15		15-16		16-17	
Ethnicity	Enrollment	% of Total	Enrollment	% of Total	Enrollment	% of Total	Enrollment	% of Total	Enrollment	% of Total
Black/ African-American	281	77.6%	281	74.7%	251	69.9%	225	57.3%	186	51.43%
Hispanic or Latino	75	20.7%	93	24.7%	100	27.8%	160	40.8%	174	47.33%
Other Ethnicities	3	.008%	2	.005%	8	.002%	7	.019%	8	.02%
<b>Total Enrollment</b>	<b>362</b>	---	<b>376</b>	---	<b>359</b>	---	<b>392</b>	---	<b>368</b>	---
English Learners	46	12.7%	58	.15%	53	14.7%	83	21%	86	23.3%
Free/Reduced priced Lunch	352	97%	353	93.8%	339	94.4%	353	89.8%	331	89.9%

The above chart shows how dramatically the ethnic make-up of the WLC has changed. Since the last renewal, our population is more reflective of the ethnicity of the area in which we are located. When most of our students were African American they did not live in the community but commuted by car. This included several generations of siblings, and relatives who attended WLC because of the recommendations of families and friends. From 2012 – through 2015, an average of 24.4% students were Latino. There was a dramatic increase during the 2015-16 school year to 40.8% and this year to 47.33%. It is likely, that the increase in the Latino population will continue. As our Latino population has increased, so has the percentage of students who are English Learners. Over the last 5 years, an average of 93% of our students qualified for free or reduced priced lunch. This year 95.6% of students fall into the unduplicated category.

Many of our students are impacted by generational poverty, defined as being in poverty for two generations or longer. In the publication, *A Framework for Understanding Poverty* Ruby K. Payne, defines poverty as “the extent to which an individual does without resources.” Payne concludes that the following resources play vital roles in determining whether families or individuals leave or remain in poverty. (Payne)

- **Financial:** Having money to purchase goods and services.
- **Emotional:** Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. This is an internal resource and shows itself through stamina, perseverance, and choices.
- **Mental:** having the mental abilities and acquired skills to deal with daily life. Includes reading, writing, computing to deal with daily life.
- **Physical:** having physical health and mobility
- **Support Systems:** Having friends, family, and backup resources available to access in times of need. These are external resources.
- **Relationships/Role Models:** Having frequent access to adult(s) who are appropriate, who are nurturing to the child, and who do not engage in self-destructive behavior. Appropriate role models help the child to learn how to live life emotionally.
- **Knowledge of Hidden Rules:** Knowing the unspoken cues and habits of a group.

We agree with Payne’s conclusion that poverty is more about other resources than it is about money. The other seven resources are those that we seek to influence as educators at the Watts Learning Center. Our goals are to provide support systems, role models, and opportunities to learn which will increase the likelihood of each student’s success, emotionally, socially and academically.

TABLE 42

<b><i>Enrollment Roll-Out Plan</i></b>					
<b><i>Grade</i></b>	<b><i>2017-2018</i></b>	<b><i>2018-2019</i></b>	<b><i>2019-2020</i></b>	<b><i>2020-2021</i></b>	<b><i>2021-2022</i></b>
<b><i>K (incl. TK)</i></b>	<b><i>50</i></b>	<b><i>50</i></b>	<b><i>50</i></b>	<b><i>50</i></b>	<b><i>50</i></b>
<b><i>1</i></b>	<b><i>75</i></b>	<b><i>75</i></b>	<b><i>75</i></b>	<b><i>75</i></b>	<b><i>75</i></b>
<b><i>2</i></b>	<b><i>75</i></b>	<b><i>75</i></b>	<b><i>75</i></b>	<b><i>75</i></b>	<b><i>75</i></b>
<b><i>3</i></b>	<b><i>75</i></b>	<b><i>75</i></b>	<b><i>75</i></b>	<b><i>75</i></b>	<b><i>75</i></b>
<b><i>4</i></b>	<b><i>65</i></b>	<b><i>65</i></b>	<b><i>65</i></b>	<b><i>65</i></b>	<b><i>65</i></b>
<b><i>5</i></b>	<b><i>60</i></b>	<b><i>60</i></b>	<b><i>60</i></b>	<b><i>60</i></b>	<b><i>60</i></b>
<b><i>Total</i></b>	<b><i>400</i></b>	<b><i>400</i></b>	<b><i>400</i></b>	<b><i>400</i></b>	<b><i>400</i></b>

Table 42 indicates a decrease in the number of students enrolled in 3 and 4. Actually the number of students enrolled in grade 4 does not decrease. When there are 3 classes of 3<sup>rd</sup> graders, there will be 3 fourth grade classes that are generally equal to the number enrolled in grade 3. We do generally have smaller 5<sup>th</sup> grade classes because some students move to middle school charters in grade 5 to insure a space for grades 6 – 8.

## **GOALS AND PHILOSOPHY**

### **PHILOSOPHY**

According to Dr. Etta R. Hollins (2011),

“Philosophical perspective refers to the vision and purpose for education and its relationship to conditions in the larger society and how it benefits individuals and groups. In practice, a philosophical stance is the conscious thought process through which a deliberately constructed system of beliefs is operationalized. The central purpose for the deliberately constructed philosophical stance is to develop deep personal meaning, a sense of responsibility, and a commitment to developing teaching practices that contribute to academic and social growth and awareness of students as part of a collective effort to improve the quality of life in society in a particular way” (p. 400). Source: Hollins, E. R. (2011). Teacher preparation for quality teaching. *Journal of Teacher Education*, 62, 395–407. doi:10.1177/0022487111409415

What is our philosophical stance and what is it based upon?

At the Watts Learning Center, we are engaged in continuous dialogue, analysis and thinking to re-construct, articulate and represent a shared perspective to guide our practice to advance learning for every child.

Presently, our philosophy includes some of the following perspectives:

- Every child must be known, valued and respected because children are at the center of the educational process.
- Students should have highly effective teachers, principals, and support personnel who are life-long learners.
- Students should have equal access to educational opportunities.
- Curriculum and instruction should meet the needs of all students.
- Parental involvement and volunteer services support and enhance the teaching and learning process.
- Students learn best in a safe, orderly, culturally responsive, positive, and inviting environment.
- Children play an active role in the learning process.
- Educational experiences should enable students to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.

## AN EDUCATED PERSON OF THE TWENTY-FIRST CENTURY

An educated person in the 21st century has mastered core subjects and themes essential to personal success and to the advancement of humanity. He or she is highly literate in English language arts, mathematics, science, geography, history, government, and civics. When leaving the secondary school, he or she is well prepared to pursue a career and or a college degree. The 21st century citizen should also be fluent in several world languages and possess an understanding of other cultures and nations. This person has global awareness and, therefore, knows that everyone and everything is interconnected. S/he uses knowledge and skills to understand and address global problems and to work and live collaboratively with individuals from diverse cultures, religions, and lifestyles. This person is capable of being successful in any chosen career in most places in the world.

An educated person of this century has financial, economic, and business literacy, as well as environmental and health literacy. S/he knows how to make appropriate personal economic choices, understands the role of the economy in society, and uses entrepreneurial skills to enhance workplace productivity and career options. This person participates effectively in civic life by staying informed and understanding the impact of “local” decisions on the wider community and world. The person who has health literacy understands the importance of proper diet, nutrition, and exercise. S/he is a critical, analytical consumer of health information using available information to make appropriate health-related decisions. Environmental literacy allows the educated person to understand the environment, the circumstances, and conditions—population growth and resource consumptions are examples—affecting it, particularly as related to air, climate, land, food, energy, water and ecosystems. The educated person:

- *Is a life-long learner.*
- *Effectively manages resources, and demonstrates personal qualities of responsibility, self-management, and integrity. This person can manage these resources because s/he has developed emotional maturity and stamina that allow him or her to make appropriate choices especially when in stressful or challenging situations.*
- *Works cooperatively with others and is open to new diverse perspectives. **The individual is independent but is at the same time interdependent**, being able to work jointly with others as equal partners.*
- *Is a creative and innovative thinker who can create new and worthwhile ideas and products, and solutions using the principles of design and technology.*
- *Consciously seeks to analyze how parts of a whole interact with each other to produce causes and effects.*
- *Masters and uses **information, communication, design, and automation technologies** to enhance his or her work, create and produce new and different useful products and services, and enhance the quality of his personal life.*

## HOW STUDENTS LEARN BEST

***Students learn best when Learning makes sense.*** Students learn through a variety of sensory experiences that engage the brain and body. Whether the learning experiences are formal or informal, the learner must attend to the stimuli so that it is processed. If learning is to result in an enduring change in behavior or the ability to behave or perform in certain ways, a variety of cognitive processes must be employed by the learner. They include connecting previous knowledge to new learning, visualizing, analyzing, categorizing, memorizing, practicing (verbal motor mental), storing and retrieving, interpreting, predicting, drawing conclusions, generalizing, solving problems, and applying new learning to similar and unique situations. Learning experiences that employ multiple sensory modalities (often simultaneous) are more likely to result in stronger learning responses because of increased and sustained attention by the learner. Instruction must also include the teaching of cognitive strategies in which students must become highly metacognitive. We believe that the focus on metacognitive learning strategies is how students learn how to learn, and are likely to become adaptable, life-long learners.



Students learn best when ***learning goals and activities are meaningful and culturally relevant***. Students' values, attitudes, needs, and expectations must be considered when planning instruction. Instructional practices that support student learning include:

- Developing and sustaining a learning community where students know that they are cared about.
- Using pre-assessments to determine students' interests, knowledge, concepts, skills and cognitive strategies. This step informs the teacher about where instruction should begin and must be followed by periodic formative and summative assessments. It should also be used to help students set goals.
- Sequencing of instructional presentation to insure mastery of early steps before progressing to more complex levels—especially important to the teaching foundational literacy and math skills to most learners.
- Frequently checking for understanding and providing informative feedback—includes results of assessments and the effective use of cognitive strategies
- Using tools such as manipulatives, visuals, realia, exemplars, summaries, synthesizers, graphic organizers, etc. to ensure that learning is making sense and to facilitate the development of more sophisticated cognitive processes.
- Using and promoting the use and construction of visual models to represent concrete and abstract ideas.
- Modeling and coaching verbal and written explanations of content and cognitive strategies. These activities help students to explain what they know and to incorporate academic and content vocabulary while using the formal language registry, the language of work and school.
- Providing opportunities to apply knowledge in different contexts so that skills, knowledge, and concepts are transferred.

#### **WLC VISION**

The Watts Learning Center will be a world-class, child-centered elementary school with strong ties to families and the community. WLC will produce high academic achievers who are self-confident, ethical, and motivated to be lifelong learners.

#### **WLC MISSION**

The Watts Learning Center will build on the success of Head Start and other pre-school programs by creating a culture of learning in which all stakeholders – students, parents or guardians, faculty, and staff – have clearly defined roles and expectations.

#### **LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

## LCFF STATE PRIORITIES

### GOAL #1

*WLC students meet or exceed grade level standards as demonstrated by various measures including their performance on CAASPP assessments of Common Core State Standards (CCSS) in English Language Arts and mathematics, and science.*

#### Related State Priorities:

- |                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 3            | <input checked="" type="checkbox"/> 6 |                                       |

#### Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

1. Employ highly qualified, credentialed teachers who provide instruction for all core subjects.
2. Employ highly qualified teaching assistants as defined by state and federal statutes.
3. Provide incentives and recognition for classified and certificated employees that meet attendance goals.
4. Adopt and purchase core and supplemental print, and digital instructional resources for core (CCSS aligned --ELA, math, science, history/social science) and non-core programs.
5. Maintain 1: 1 student to computer ratio in every grade.
6. As budget and need dictate, employ an instructional coordinator to support teachers, and assist in data analysis.
7. Provide salary supplements to leadership team members, and teachers holding master's degrees.
8. Provide additional pay to attract and retain highly qualified instructional staff.
9. Provide intensive intervention students not meeting standards in ELA and math.
10. Provide after school tutoring as an additional support for RTI level 2 and 3 students.
11. Create additional extracurricular activities—clubs and groups for student engagement.
12. Provide dedicated time for targeted instruction for English learners based on their levels of language development in English.
13. Provide summer school for students who are performing below level in ELA and math standards.
14. Identify gifted and talented students.
15. Plan and implement appropriate curriculum and instruction for identified gifted and talented students.
16. Provide physical education designed to improve fifth grade students' performance on the mandated physical fitness test.
17. Enrich students experiences by providing educational field trips related to core curriculum.
18. Maintain student participation rate in testing at 95% or higher.
19. Evaluate students' progress toward mastery of standards based objectives using various assessments— teacher created, program based, NWEA's MAP, SBAC interim (block and summative assessments.) and others that may be identified.
20. For all staff, provide professional development focused on the impact of poverty on students' academic, social and emotional development and how to provide supports that assist students in developing appropriate cognitive strategies, appropriate relationships, coping strategies, and goal-setting.
21. Provide professional development (coaching, school site, webinars, conferences) designed to improve teachers' knowledge and practice in delivering instruction to improve students' mastery of ELA, ELD and math CCSS, history/social science and science (NGSS)
22. Provide 18-20 hours monthly of common planning time for each grade level and as need across grade levels.

Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> All classrooms are staffed by highly-qualified teachers appropriately credentialed for their assignments.						
<b>Metric/Method for Measuring:</b> Percentage of classroom staffed with highly qualified teachers						
APPLICABLE STUDENT GROUPS	Baseline 2016-17	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	80%	95% or more	95% or more	95% or more	95% or more	95% or more
<b>Outcome # 2</b> All teaching assistants are highly-qualified as defined by state and federal statutes						
<b>Metric/Method for Measuring:</b> Percentage of TA's that meet the highly-qualified definition as defined by state and federal guidelines.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
<b>Outcome #3</b> All classrooms have CCSS-aligned core and ancillary materials, both print and digital—includes purchased and open sources. (#GoOpen initiative)						
<b>Metric/Method for Measuring:</b> Percentage of teachers/classroom with inventory of CCSS aligned materials purchased--digital, print, open source instructional resources.						
APPLICABLE STUDENT GROUPS	Baseline 2016-17	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%of materials currently adopted.	100% of teachers have core and ancillary instructional materials	100% of teachers have core and ancillary instructional materials	100% of teachers have core and ancillary instructional materials	100% of teachers have core and ancillary instructional materials	100% of teachers have core and ancillary instructional materials
<b>Outcome # 4:</b> There is one computer for each student in each classroom schoolwide.						
<b>Metric/Method for Measuring:</b> Percentage of students assigned a computer-- assignment list & inventory						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100% of students have an assigned computer.	100% of students have an assigned computer	100% of students have an assigned computer	100% of students have an assigned computer	100% of students have an assigned computer	100% of students have an assigned computer
<b>Outcome# 5:</b> An instructional coordinator is employed to facilitate staff development and data analysis.						
<b>Metric/Method for Measuring:</b> Number of Instructional coordinators employed						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	1 instructional coordinator employed.	Employ instructional coordinator	Employ instructional coordinator	Employ instructional coordinator	Employ instructional coordinator	Employ instructional coordinator
<b>Outcome # 6:</b> Salary supplements are provided to Teachers with extra duties and master's degrees.						
<b>Metric/Method for Measuring:</b> Percentage of teachers who qualify receive supplemental income for extra duties, master's degrees, and longevity pay.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100% of teachers who qualify receive supplement	100% of teachers who qualify receive supplement	100% of teachers who qualify receive supplement	100% of teachers who qualify receive supplement	100% of teachers who qualify receive supplement	100% of teachers who qualify receive supplement

<b>Outcome #7:</b> Increased salary for teachers positively impacts the stability of the staff. <b>Metric/Method for Measuring:</b> The percentage of teachers who commit and remain employed as teachers each year.						
APPLICABLE STUDENT GROUPS	Baseline 2015-2016	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	80% return	93% or more return	93% or more return	93% or more return	93% or more return	93% or more return
<b>Outcome # 8:</b> All teachers increase knowledge and improve instructional practices as a result of differentiated professional development, collaborative planning, peer coaching, data analysis. <b>Metric/Method for Measuring:</b> Percentage of teachers who meet or exceed the selected standards on the CSTPS based on Administrator's annual evaluation.						
APPLICABLE STUDENT GROUPS	Baseline Fall 2016	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	80%	80% or more meet or exceed	80% or more meet or exceed	80% or more meet or exceed	80% or more meet or exceed	80% or more meet or exceed
<b>Outcome #9:</b> The attendance rate for teachers and staff is 97% or higher annually. <b>Metric/Method for Measuring:</b> Percentage staff that meets or exceeds the attendance goal of 97%						
APPLICABLE STUDENT GROUPS	Baseline 2015-2016	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students	89%	95%	95%	95%	95%	95%
<b>Outcome #10:</b> Students performing low in reading is 5% or less. <b>Metric/Method for Measuring:</b> Percentage of students scoring below the 21 <sup>st</sup> ile as measured by NWEA MAP assessments.						
APPLICABLE STUDENT GROUPS	Baseline 2015-16	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Low Performing Students Grade K	27%	24%	21%	16%	11%	5%
Low Performing Students Grade 1	11%	8%	5% or less	5% or less	5% or less	5% or less
Low Performing Students Grade 2	11%	8%	4% or less	5% or less	5% or less	5% or less
Low Performing Students Grade 3	35%	30%	25%	18%	11%	5% or less
Low Performing Students Grade 4	35%	30%	25%	18%	11%	5% or less
Low Performing Students Grade 5	35%	30%	25%	18%	11%	5% or less
<b>Outcome #11:</b> Students performing low in math is 5% or less. <b>Metric/Method for Measuring:</b> Percentage of students scoring below the 21 <sup>st</sup> ile as measured by NWEA MAP assessments.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Low Performing Students Grade K	25%	22%	19%	14%	9%	4%
Low Performing Students Grade 1	11%	8%	5% or less	5% or less	5% or less	5% or less
Low Performing Students Grade 2	15%	12%	8%	5% or less	5% or less	5% or less
Low Performing Students Grade 3	28%	24%	20%	15%	9%	5% or less
Low Performing Students Grade 4	24%	20%	16%	12%	8%	5% or less
Low Performing Students Grade 5	14%	11%	8%	5% or less	5% or less	5% or less

<b>Outcome #12:</b> Annually 25% or more of English learners are reclassified as English Proficient. <b>Metric/Method for Measuring:</b> Percentage of students reclassified. Based on each student's performance on various measures which include DIBELS, NWEA MAP, SBAC, CELDT or ELPAC, student work, and other assessments designed to measure English Language proficiency.						
APPLICABLE STUDENT GROUPS	Baseline 2015-16	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	25% or more	25% or more	25% or more	25% or more	25% or more	25% or more
<b>Outcome #13:</b> Annually Increase the percentage of students identified for the G.A.T.E. program <b>Metric/Method for Measuring:</b> Percentage identified—various measures including, individual and group tests, interviews of teachers, parents, peers, student work and performances.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Gifted and Talented Students	none	5% or more	5% or more	5% or more	5% or more	5% or more
<b>Outcome #14:</b> Increase the percentage of students in all grades performing at the 61 <sup>st</sup> ile or above (high average and high) <b>Metric/Method for Measuring:</b> Percentage achieving percentile on NWEA MAP						
APPLICABLE STUDENT GROUPS	Baseline spring 2016	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Kindergarten, excepting TK	31%	36%	43%	50%	57%	64%
All Grade 1	56%	61%	66%	71%	76%	81%
All Grade 2	45%	50%	57%	64%	71%	78%
All Grade 3	25%	32%	39%	46%	53%	60%
All Grade 4	24%	31%	38%	45%	52%	60%
All Grade 5	20%	28%	36%	44%	52%	60%
<b>Outcome #15:</b> Increase the percentage of students in all grades performing at the 61 <sup>st</sup> ile or above on the math NWEA MAP. <b>Metric/Method for Measuring:</b> Percentage achieving percentile on NWEA MAP						
APPLICABLE STUDENT GROUPS	Baseline spring 2016	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Kindergarten, excepting TK	33%	37%	42%	49%	56%	63%
All Grade 1	59%	63%	68%	73%	78%	83%
All Grade 2	69%	73%	78%	83%	88%	93%
All Grade 3	25%	30%	37%	44%	52%	60%
All Grade 4	41%	46%	51%	58%	63%	70%
All Grade 5	37%	42%	57%	65%	72%	80%
<b>Outcome #16:</b> Increase the percentage of students in grades 3 – 5 meeting or exceeding standard in ELA-Levels 3 & 4. <b>Metric/Method for Measuring:</b> Percentage SBAC annual summative and interim assessments.						
APPLICABLE STUDENT GROUPS	Baseline Spring 2016	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students Grades 3-5	35%	40%	45%	50%	60%	70%
African American Students	30%	37%	44%	52%	60%	68%
Latino Students	44%	49%	54%	60%	66%	72%
English Language Learners	6%	20%	20%	27%	35%	42%
Students with Disabilities	14%	18%	22%	27%	32%	37%

<b>Outcome #17:</b> Decrease the percentage of students not meeting ELA standards—level 1. <b>Metric/Method for Measuring:</b> Percentage achievement on SBAC annual and interim assessments.						
APPLICABLE STUDENT GROUPS	Baseline Spring 2016	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students Grades 3 - 5	37%	33%	29%	25%	21%	15%
African American Students	44%	39%	33%	27%	21%	15%
Latino Students	23%	20%	17%	14%	11%	8%
English Language	56%	51%	46%	41%	36%	31%
Students with Disabilities	63%	60%	57%	52%	47%	42%
<b>Outcome #18:</b> Increase the percentage of grade 3 and 5 students meeting or exceeding standards in <b>math</b> . Performance Levels 3 & 4. <b>Metric/Method for Measuring:</b> Percentage/SBAC annual and interim assessments.						
APPLICABLE STUDENT GROUPS	Baseline Spring 2016	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students Grades 3 - 5	44%	48%	53%	58%	68%	78%
African American Students	39%	44%	50%	57%	65%	73%
Students Latino Students	55%	59%	64%	69%	74%	79%
Students English Language	6%	13%	20%	28%	36%	42%
Students with Disabilities	15%	24%	27%	30%	34%	39%
<b>Outcome #19:</b> Reduce the percentage of students in grades 3–5 not meeting <b>math</b> standards. Performance Levels 1. <b>Metric/Method for Measuring:</b> Percentage/SBAC annual and interim assessments.						
APPLICABLE STUDENT GROUPS	Baseline Spring 2016	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students grade 3 – 5	25%	23%	21%	19%	16%	13%
African American Students	28%	26%	23%	20%	17%	15%
Students Latino Students	16%	14%	12%	10%	8%	6%
Students English Language	31%	29%	27%	24%	21%	18%
Students with Disabilities	59%	54%	50%	46%	42%	38%
<b>Outcome #20: AMAO 1</b> —The performance of English learners on the summative ELPAC meets or exceeds title III Annual Measurable Achievement Objective 1—ELs making annual Progress. <b>Metric/Method for Measuring</b> —Percentage/—CELDT or ELPAC Summative assessment.						
APPLICABLE STUDENT GROUPS	Target/ Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	62.5%/ not available	Meets or exceed federal target	Meets or exceed federal target	Meets or exceed federal target	Meets or exceed federal target	Meets or exceed federal target
<b>Outcome #21: AMAO 2</b> —The performance of English learners on the summative ELPAC meets or exceeds title III Annual Measurable Achievement Objective 2—ELs less than 5 years <b>Metric/Method for Measuring:</b> Percentage--CELDT or ELPAC Summative assessment.						
APPLICABLE STUDENT GROUPS	Target/ Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	25.5%/ not available	Target met or exceeded	Target met or exceeded	Target met or exceeded	Target met or exceeded	Target met or exceeded
<b>Outcome #22: AMAO 3</b> —The performance of English learners on the summative ELPAC meets or exceeds title III Annual Measurable Achievement Objective 3—ELs more than 5 years. <b>Metric/Method for Measuring:</b> CELDT or ELPAC Summative assessment.						

APPLICABLE STUDENT GROUPS	Target/ Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
English Learners	52.8%/0.0% No baseline because of limited numbers.	meet or exceed target if objective applies.	meet or exceed target if objective applies.	meet or exceed target if objective applies.	meet or exceed target if objective applies.	meet or exceed target if objective applies.
<b>Outcome #23:</b> The percentage of English learners participating in the state mandated summative ELA, Math, science assessments meets or exceeds the targets set by DOE or CDE.						
APPLICABLE STUDENT GROUPS	Target/ Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
English Learners	95%/100%	95% or higher	95% or higher	95% or higher	95% or higher	95% or higher
<b>Outcome #24:</b> The percentage of English learners performing at or above standard in ELA meets or exceeds targets. <b>No targets were set for this objective in 2014-,2015, or. 2016</b> <b>Metric/Method for Measuring:</b> SBAC annual assessment.						
APPLICABLE STUDENT GROUPS	Baseline 2016	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
English Learners	6%	Meet or exceed target.	Meet or exceed target	Meet or exceed target	Meet or exceed target	Meet or exceed target
<b>Outcome #25:</b> The percentage of English Learners performing at or above standard in math meets or exceeds targets. <b>No targets were set for this objective in 2014-,2015, or. 2016</b> <b>Metric/Method for Measuring:</b> Percentage—SBAC annual assessment.						
APPLICABLE STUDENT GROUPS	Baseline 2016	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
English Learners	31%	Meet or exceeded target	Meet or exceeded target	Meet or exceeded target	Meet or exceeded target	Meet or exceeded target
<b>Outcome #26:</b> The percentage of Grade 5 students who meet 5 of 6 or 6 of 6 fitness standards increases annually. <b>Metric/Method for Measuring:</b> Percentage/Annual Physical Fitness test						
APPLICABLE STUDENT GROUPS	Baseline Spring 2016	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
Grade 5 Students	51.8%	54% or more	56% or more	58% or more	60% or more	62% or more
<b>LCFF STATE PRIORITIES</b>						
<b>GOAL #2</b>						
Increase student attendance, <b>decrease</b> chronic tardiness, referrals to the Student Attendance Reporting Team (SART), referrals for behavior, and suspensions.				Related State Priorities:		
				☒ 1      ☒ 4      ☐ 7 ☒ 2      ☒ 5      ☐ 8 ☒ 3      ☒ 6		
				Local Priorities: ☐ : ☐ :		
Specific Annual Actions to Achieve Goal						
1. At the beginning of the school year and periodically thereafter, communicate to and discuss with parents and staff the importance of regular, on-time attendance, the consequences for parents and students, and provide examples of the initial and habitual notice mandates.						



2. Require parents to sign the Tardy/Absence Policy also found in the Student handbook.
3. With all members of the school community, continually emphasize the impact of absences and tardiness on learning, the school's budget, and the development of life-long habits.
4. Continue to ring first bell at 7:50 am and late bell at 8:00 am to increase on-time attendance and decrease tardiness.
5. Each week the classroom teacher and school recognize students who are consistently on time.
6. Continue to provide recognition and incentives (name newsletter, free-dress day, etc.) to students and families of children who have perfect attendance for the month.
7. Partner with local businesses that will provide awards for students and families who have perfect attendance.
8. Each day, continue to notify by phone the parents of each child who is absent or tardy.
9. Teacher calls the home after three (3) unexcused absences or tardies.
10. Send SART notification letter when there are 5 unexcused absences.
11. Require a formal mandatory conference with SART when a student has 8 unexcused tardies or (30 min) or (8) unexcused absences.
12. Increase student engagement, and decrease disruptions, bullying, office referrals and suspensions by providing professional development for all staff in behavior/classroom management, including the implementation of classroom meetings in every classroom on a regular basis.

### Expected Annual Measurable Outcomes

**Outcome #1:** Students attend school daily and are on time.

**Metric/Method for Measuring:** Percentage of students attending on time daily. Attendance records, CALPADS

APPLICABLE STUDENT GROUPS	Baseline 2016	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	37.04	58 % or more	63% or more	75% or more	80% or more	85% or more

**Outcome #2:** Annual average daily attendance increases.

**Metric/Method for Measuring:** Percentage—Attendance reports certified in CALPADS

APPLICABLE STUDENT GROUPS	Baseline 2015-2016	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	95.44	95.6%	96%	96%	96%	96%

**Outcome #3:** The number of out of school suspensions are reduced.

**Metric/Method for Measuring:** Percentage of suspension based local and CALPADS

APPLICABLE STUDENT GROUPS	Baseline 2015-16	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	1.9%	1.5% or less	1.0% or less	1.0% or less	1.0% or less	1.0% or less

**Outcome #4:** The incidences of bullying as reported by students are reduced.

**Metric/Method for Measuring:** Percentage of Students surveyed reporting being bullied

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	none	Less 15%	Less 15%	Less 15%	Less 15%	Less 15%

**Outcome #5:** Classroom disruptions that interfere with instruction are reduced.

**Metric/Method for Measuring:** Percentage of office referrals are reduced

APPLICABLE STUDENT GROUPS	Baseline 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	4%	2% or less of	2% or less	2% or less	2% or	less2% or less

**Outcome #6:** Teachers use effective behavior management strategies presented in professional development

**Metric/Method for Measuring:** Percentage of teachers who meet or exceed the CSTP standards on classroom management as evaluated by the Administrator using CSTP descriptive rubric.

APPLICABLE STUDENT GROUPS	Baseline 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
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All Students (Schoolwide)	not available	68%	75%	80%	85% or more	85% or more
<b>Outcome #6:</b> Classified staff use effective behavior management strategies presented in professional development <b>Metric/Method for Measuring:</b> Percentage of staff who score 3 or 4 on a 4-point descriptive rubric.						
APPLICABLE STUDENT GROUPS	Baseline Spring 2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	not available	50% or more score 3 or higher	70% or more score 3 or higher	75% or more score 3 or higher	80% or more score 3 or higher	80% or more score 3 or higher
LCFF STATE PRIORITIES						
GOAL #3						
Increase parental involvement in all aspects of the school to improve emotional, social and academic development of students.				Related State Priorities:		
				<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 7
				<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 8
				<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 6	
				Local Priorities:		
				<input type="checkbox"/> :		
				<input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<div>1. Provide parent workshops to improve their knowledge of ELA/ELD, math and science goals and ways to guide and support their students.</div> <div>2. Provide ESL classes for parents.</div> <div>3. Continue to employ a bilingual parent coordinator to facilitate communication with both English and Spanish speaking parents.</div> <div>4. Communicate the importance of attendance and active involvement on the parent council, School Site Council, and English Language Advisory Committee.</div> <div>5. Develop strong relationships with community organizations that can provide resources or support for students and families.</div> <div>6. Continue to publish a monthly bilingual newsletter to parents.</div> <div>7. Principal continues to host periodic discussions with parents about the school and community.</div> <div>8. Provide recognition and incentives to parents for participating in parent workshops, councils, and various schoolwide programs.</div> <div>9. Parents volunteer approximately 25 hours or more per year to provide support or participation in schoolwide. Parents are encouraged to volunteer. It is not mandatory or a condition of admission of continued enrollment. This is stated in the Parent-Student Handbook.</div>						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> Most parents attending workshops rate them as useful or very useful in improving their knowledge of core subjects and methods of parenting. <b>Metric/Method for Measuring:</b> Percentage of parents/Evaluations of parent workshops by parents.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	none	70% or more	70% or more	70% or more	70% or more	70% or more
<b>Outcome #2:</b> Parents attending ESL classes improve their abilities to understand and speak English. <b>Metric/Method for Measuring:</b> Percentage of parents meeting or exceeding ESL teacher's evaluation or assessments of parents' English skills.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	none	60% or more	60% or more	60% or more	60% or more	60% or more
<b>Outcome #3:</b> Parents attending the ELAC/school-site council meetings, workshops, and various schoolwide activities increases. <b>Metric/Method for Measuring:</b> Percentage of total number of parents --Attendance records of parent meetings						

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	none	50 or more	60% or more	65% or more	65% or more	70% or more

## LCFF STATE PRIORITIES

### GOAL #4

The school site will be safe, clean, attractive, kept in good to excellent condition, well-equipped with furniture and fixtures; and has an infrastructure to accommodate all functions.

Related State Priorities:

- ☒ 1      ☒ 4      ☐ 7  
☐ 2      ☒ 5      ☐ 8  
☒ 3      ☒ 6

Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

1. Assess conditions of facilities by doing regular weekly and monthly walkthroughs.
2. Maintain a 94% rating on the health inspections
3. Employ a contractor and or architect to evaluate roofs, plumbing, air conditioners and heating every 3 years.
4. Schedule and complete routine maintenance and major repairs in a timely manner.
5. Employ custodians to keep facilities in good repair and to monitor general conditions.
6. Continue to use the valet drop-off/pick-up system for students that commute by car.
7. Purchase and maintain adequate supplies and equipment for custodial cleaning and repairs.
8. Purchase and maintain adequate first aid and health supplies.
9. Maintain the Hapara WIFI student computer monitoring system.
10. Keep campus closed to monitor and control access.
11. Conduct regular safety drills.
12. Survey staff, students and parents to get input and feedback about the school's facilities in order to stay aware of issues and to set priorities.

### Expected Annual Measurable Outcomes

**Outcome #1:** Facilities are kept in good to excellent repair with little or no deferred maintenance.

**Metric/Method for Measuring:** Overall score on four-point rubric to assess various aspects of the facilities.

APPLICABLE STUDENT GROUPS	Baseline 2015-16	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	Facilities rated Satisfactory to very satisfactory	Facilities rated Satisfactory to very satisfactory	Facilities rated Satisfactory to very satisfactory	Facilities rated Satisfactory to very satisfactory	Facilities rated Satisfactory to very satisfactory	Facilities rated Satisfactory to very satisfactory

**Outcome #2:** Facilities are kept clean, attractive, and functional.

**Metric/Method for Measuring:** Percentage of staff, students, and parents responding agree or strongly agree on surveys.

APPLICABLE STUDENT GROUPS	Baseline 2015-16	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	74.8%	80% or more	80% or more	80% or more	80% or more	80% or more

**Outcome #3:** Parents, staff, and students report that they feel safe on the school campus.

**Metric/Method for Measuring:** Percentage of staff, students, and parents agree that the school is safe on surveys.

APPLICABLE STUDENT GROUPS	Baseline 2015-16	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	80%	80% or more	80% or more	80% or more	80% or more	80% or more

## HOW OUR GOALS WILL IMPACT LEARNERS

Our goals are student-centered, reasonably comprehensive, results oriented and based on the expectation that all students can learn in a caring community of adults and peers. They will be accomplished by improving teachers' knowledge and practice, engaging parents and the community, and using multiple learning strategies and assessments that result in students' cognitive, social and emotional growth.

## INSTRUCTIONAL DESIGN

Our primary goal is to design and implement an educational program that results in substantial social-emotional and academic growth for ALL students. Our purpose is to help students acquire the competencies to be active, valued members of 21 century communities—educational, civic, social, and business/economic. The following concepts and design principles are critical elements to our instructional design:

1. The design of CCSS, NGSS, and various state adopted frameworks help teachers to **align the curriculum and maintain coherence within and across grade levels**. These standards are scaffolded or unpacked and stated as clear instructional objectives.
2. The **scope of content** is taught in depth rather than teaching a multitude of topics that may not allow for the development of deep conceptual understanding or the mastery of big ideas and conceptual thinking that is best developed when studying a variety of topics using a conceptual lens which require the teaching of generalizations that apply across various disciplines including literary genres. For example, the following conceptual ideas apply to many areas of study:
  - **Survival** depends on **adaptation** to the **environment**.
  - **Changing economic conditions** can create shifts in **immigration patterns**.
  - A lack of available **resources** can change the **density** of **populations** of all types.
3. The **sequence and pacing of learning experiences** must build on previous experiences, and foundational skills and concepts essential to mastery of more complex concepts, skills, and strategies. Learning activities must be scaffolded to engage the active involvement of students. Teachers must be sensitive to the need to modify and differentiate learning activities based on students' readiness. Following the prescribed sequence and pace in the core curriculum is not likely to be effective with a substantial number of our students.
4. The **continuity or the vertical repetition of major curriculum components** is also accomplished by using well-designed programs and lessons aligned to the standards. Vertical articulation is also enhanced if some themes are developed across grade levels. The use of conceptual themes designed to develop conceptual ideas or generalization also enhances continuity of the curriculum.
5. There should be a high degree of **integration among core content areas and with the real world**. Most lessons should include the discussion, reading and writing about school, community, state, national and world events and issues. Thus, learning becomes meaningful to students lives.
6. There should be **multiple types of assessments of performance** including authentic assessments or projects that encourage originality, problem solving, insightfulness, and the mastery of key ideas and details. These assessments are standard based and match learning objectives.

Our efforts are also focused on creating **instructional program coherence** (IPC) which F.M. Newman et al. define as a set of interrelated programs for students and staff that are guided by a **common framework** for curriculum, instruction, assessment, and learning climate, and are pursued over a sustained period. (*School Instructional Program coherence: Benefits and challenges*) Research conducted in Chicago public schools from 1998 through 2001 gave strong support for this principle. Their premise was that **too many** unrelated, unsustained programs, initiatives and strategies prevent schools from attaining higher levels of student achievement. Through surveys and interviews, an internal coherence score was determined for each school. When the results of the surveys and interviews were matched to school performance, the researchers found that schools with greater internal coherence had higher student achievement and teacher satisfaction.

Their findings support the instructional design we have described above.

1. **Instructional coherence** is achieved when teachers within and across grade levels use a common curriculum, standards, objectives, instructional strategies, and language in all disciplines or subjects. When learning experiences within and among classrooms are connected overtime, students master skills, concepts, strategies and knowledge.
2. Student engagement is also increased. In other words, learning makes sense and is meaningful to the student. Students are motivated to give sustained effort to learning.
3. Professional development for all staff is primarily focused on the elements of the common framework. Complex topics and schoolwide strategies are pursued over a sustained period and teachers are supported and coached by peers, administrators, and or coaches as they implement it in their classroom
4. **IPC**, therefore, allows teachers to deepen knowledge and teaching expertise because professional development is in-depth, focused on a few critical areas over several months or even years. This concentrated focus is especially important if teachers are to become highly competent in teaching ELA/ELD, and math. **IPC** also requires a high degree of collaborative planning and mutual support among teachers and administrators.
5. The curriculum is stable over time. This is most essential if teachers are to develop expertise in the curriculum so that they are increasingly able to enrich and expand learning activities.
6. Teacher assignments are stable over time. When assigned to a new grade level, it generally takes 3 or more years for a teacher to acquire the knowledge, appropriate methods, and resources for the new grade level.
7. Teachers within a grade level link and integrate the core curriculum to current events, the arts, technology and students' interests.
8. Teachers within and across grade levels use common assessment strategies.
9. Programs and initiatives for student improvement, parent education and engagement focus on the common framework.
10. Teachers are evaluated and held accountable mostly on how effectively they use the common instructional framework.

## CURRICULUM AND INSTRUCTION

SUBJECT AREA	PROGRAM FEATURES AND COMPONENTS	CORE OR NONCORE
<b>ENGLISH LANG. ARTS</b>	<p><b>ENGLISH LANGUAGE ARTS</b></p> <p>The K- 5 program, <i>California Journeys</i>, © 2017 by Houghton Mifflin Harcourt was adopted and initially implemented in the 2016-2017 school year. This program was adopted by the CDE and was found to fully meet all the adoption criteria in all 5 categories. After thorough review by our teachers, administrators and parents, we decided that it would meet our needs because it provides comprehensive resources and instructional strategies designed to teach and assess the CCSS for English Language Arts as well as the California ELD standards. Lesson and assessments in word analysis, vocabulary development, comprehension of literary and informational text, and writing are elements of each lesson that generally span 5 days. The sequence of development is sensible and there is coherence among the multitude of components and the approaches used. There is an appropriate balance between narrative and informational text. Students have many opportunities to read closely, explain what they know, support inferences and claims in discussion and in writing. In addition to teacher and student editions, there is an extensive list of additional resources which can be used effectively. They include but not limited to:</p> <ul style="list-style-type: none"> <li>• Pacing guides that give an overview for the year</li> <li>• Transitional Kindergarten guides</li> <li>• Common Core Writing Handbook—30 tied to the weekly writing lessons taught in Journeys—grades K-6</li> <li>• Decodable readers—grades 1- 2</li> <li>• Leveled readers and teaching guides – grades K-6</li> <li>• Vocabulary readers and teaching guides designed to practice weekly general academic vocabulary--grades K-6</li> <li>• Trade Books—Full-length literary and informational texts—grades 1-6</li> <li>• Assessments—K-6</li> </ul>	<i>Core</i>

	<ul style="list-style-type: none"> <li>Intervention student and teacher resources</li> </ul> <p style="text-align: center;"><b>OTHER ELA INSTRUCTIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li><b>Journeys</b> © 2017, Houghton Mifflin Harcourt—Literature Anthologies providing thematically organized literature, leveled readers, lessons, assessments designed to teach CA CCSS. All resources can be accessed both digitally and in print.</li> <li><b>DIBELS</b>—ELA assessments of phonemic awareness, phonics, fluency, vocabulary and comprehension</li> <li><b>Reading A-Z</b>*--Online decodable and leveled books, lesson plans, worksheets, and assessments aligned to CCSS.</li> <li><b>Raz Kids</b>*--Online reading program for student use at school or at home. Leveled books are read aloud to students, students may also read independently and take quizzes.</li> <li><b>Measuring up to the Common Core</b>, © Peoples Publishing—Workbooks, lessons, practice and assessments in ELA based on CCSS.</li> <li><b>FastForWord</b>—An online program for early reading and intervention, which develops cognitive skills essential to reading.</li> <li><b>ESGI</b>—Online one-on-one assessments with immediate results and data analysis, ELA and math foundational skills.</li> <li><b>Brian Pop, Brian Pop Jr.</b>—Online resource offering videos, quizzes, and activities on a variety of standards-based topics and skills in all subjects.</li> </ul> <p>* <a href="https://www.readinga-z.com/">https://www.readinga-z.com/</a></p>	
ELD/ESL	<p>The goal of the school's ELD/ELS program is to provide consistent and effective, rigorous instruction for English Learners (ELs). With the adoption of the new ELA/ELD framework, in 2014, ELD standards are directly aligned to the CA CCSS ELA literacy and other content standards. <b>Integrated ELD</b> instructional strategies (sheltered English and SDAIE) are used to support learning content, skills, concepts and strategies in all classes. This approach allows ELs to be fully engaged in learning as they develop proficiency in English.</p> <p>EL's also receive <b>designated ELD</b> instruction during the school day when teachers use the ELD standards to allow students to develop critical language needed for content learning in English. For <b>Designated instruction</b>, ELs may be clustered within in one or more classrooms at each grade level based on their level of language development. As this population increases, students will also be regrouped during designated instruction. All teacher at WLC have <b>certificates, credentials or permits that authorize instruction to English Learners.</b></p> <p><b>The Journeys program provides lesson plans and other resources for both integrated and designated ELD instruction</b> in ELA. Multiple assessment measures used to monitor ELD progress include: examination of daily work, performance tasks, textbook assessments, teacher observations, ELD portfolios and the annual California English Language Development Test (CELDT) and the ELPAC when implemented.</p> <p style="text-align: center;"><b>Instructional Resources</b></p> <ul style="list-style-type: none"> <li><b>Language Workshop</b>—a teacher's guide that provides a systematic program for Designated ELD that builds into and from the core instruction and provides dedicated time for developing academic English language skills. Designated ELD provides a laser focus on language, helping students to develop their metalinguistic knowledge and how English works.</li> <li><b>Language Workshop Resources:</b> (1) model conversation cards, (2) vocabulary cards, (3) vocabulary blackline masters.</li> <li><b>Language Support Cards:</b> A teacher resource to pre-teach concepts, build background, develop high utility vocabulary and academic languages.</li> </ul>	Core

<p><b>MATHEMATICS</b></p>	<p style="text-align: center;"><b>MATHEMATICS</b></p> <p>In 2008, we adopted the <b>Singapore Math</b> program and began implementing it in grades K—2. Since 2011, all grade levels have used this text. Most teachers have received initial staff development and on-going professional development that addresses the content and pedagogy in Singapore Math. However, teachers who have joined our staff more recently need additional professional development in this program.</p> <p>Though not adopted by the state of California, we believe that this math program continues to be a better choice. Why? It was the model primarily used in the design of the CCSSs in math. A review by Achieve the Core, an organization that played a key role in the development of the CCSS and their successful implementation, concludes the following after their review comparing CCSS and Singapore Math:</p> <p style="padding-left: 40px;"><i>Overall, the CCSS are well aligned to Singapore's Mathematics Syllabus. Policymakers can be assured that in adopting the CCSS, they will be setting learning expectations for students that are similar to those set by Singapore in terms of rigor coherence and focus.</i></p> <p style="padding-left: 40px;"><a href="http://www.achievethecore.org/publications/comparing-common-core-state-standards-and-singapore%E2%80%99s-mathematics-syllabus">http://www.achievethecore.org/publications/comparing-common-core-state-standards-and-singapore%E2%80%99s-mathematics-syllabus</a></p> <p>The following highlights key methods emphasized in Singapore math:</p> <ul style="list-style-type: none"> <li>♦ <i>Number sense</i> is a student's overall understanding of numbers and their relationships. Singapore math approaches this differently from traditional programs with more depth and intensity. Everything from place value instruction to computational strategies, simple word problems to algebraic equations, and everything in between are systematically presented. We find that Singapore Math takes number sense to the next level, integrating and reinforcing it at every level of math instruction—from early addition all the way through calculus in its secondary program. How does it do this? <b><i>By teaching students to go from concrete representations to pictorial representations to abstract representations</i></b>, a primary instruction method explicated in California's Math Framework.</li> <li>♦ Gradually the scope is expanded—moving to bigger numbers and pictorial representations using counting or grouping. Finally, students move to abstract representations—like writing the numerals and using them in equations—that rely heavily on number sense that may employ it directly or indirectly. With solid number sense, students have a better base for understanding everything—from a digit's place value in a number to how fractions are parts of wholes to the way decimals embody the same concept in a different form. They can also do computations with more ease because they can decompose and understand the numbers.</li> <li>♦ A consistent semi-concrete, anchor method or strategy called bar modeling is used throughout the program. The secret behind model drawing is that it gives students a concrete, reliable set of seven steps that they can use to solve 80% of the word problems they encounter. They won't have to memorize 20 different techniques and know when to use them. Instead, they learn the steps:             <ol style="list-style-type: none"> <li>1. Read the problem.</li> <li>2. Identify the who and what variables.</li> <li>3. Draw a unit bar or unit bars as a base. This is the visual representation used in the problem, and it helps students stay grounded in what they're solving for.</li> <li>4. Adjust the unit bar or unit bars to represent the who's and what's.</li> <li>5. Place a question mark around or next to the thing we're solving for.</li> <li>6. Do the computation.</li> <li>7. Write the answer in a complete sentence.</li> </ol> </li> <li>♦ Model drawing gives students some context for solving word problems, and it also asks students to employ number sense, place value understanding, and computation skills at the same time.</li> <li>♦ Finally, another powerful strategy is <b><i>mental math</i></b>. In this program, students receive a lot of training in mental math, where they learn how to transition from doing math on paper to doing it in their minds. The benefit is that they can eventually solve math problems much quicker and easier because it becomes</li> </ul>	<p style="text-align: center;"><i>Core</i></p>
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	<p>automatic in their minds. With mental math drills, students practice computational strategies until they transfer those skills from a paper and pencil drill to a mental skill. <i>When number</i> sense, model drawing, and mental math are put together, we have a winning curriculum.</p> <p><b>Assessments used to inform instruction include:</b> trimester benchmarks, periodic progress monitoring, bi-weekly/weekly formative assessments; diagnostic assessments and examination of student work and student behavior – includes portfolios and checklists.</p> <p style="text-align: center;"><b>Other Instructional Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Mind Institute Jiji</b>—A unique digital math education process that engages the learner's spatial, temporal reasoning abilities to explain, understand, and solve multi-step problems. This innovative visual approach teaches math concepts using a game that engages students who have struggled with conventional approaches in math and learning. It also reduces the language barrier to learning math, and thus will reach students at every level of language development and academic proficiency.</li> <li>• <b>Measuring UP to the Common Core</b>—Math workbooks, lessons, practice and assessments based on CCSS.</li> <li>• <b>ESGI</b>—An online program one-on-one assessment with immediate results and data analysis focus on math foundational skills.</li> </ul>	
<b>HISTORY-SOCIAL SCIENCE</b>	<p style="text-align: center;"><b>HISTORY-SOCIAL SCIENCE</b></p> <p>Because the new Journeys ELA/ELD program units alternate between science and history/social science themes, we intentionally reinforce the content, concepts and skills from these disciplines. However, because these units are not strictly aligned with California's old or new History-Social Science framework we continue to use lessons and resources from the series <u><b>Adventures in Time and Place</b></u> by McGraw Hill Publishers to implement the course of study for each grade level. California is in the process of adopting new social science texts. When this process is completed, we will review adopted programs.</p> <p>This series weaves historical and social sciences' analysis skills into content instruction while technology-based resources provide individualized student access to biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts which foster deeper student understanding of historical events as recommended by the History-Social Science Framework. The teaching of history is integrated with the humanities and the other social sciences. Additionally, activities and lessons correlate and integrate the language arts, science, and visual and performing arts curricula.</p> <ul style="list-style-type: none"> <li>• The history/ social science curriculum emphasizes big idea concepts, beginning with the whole, and then developing an understanding of the parts that make up the whole. Teachers use their curriculum maps to ensure that they are addressing key curricular content standards. Most important is the mastery of geography skills as well as the development of timelines to help students to represent the abstractness of time.</li> <li>• <b>At every grade level, students learn that all people have a history and culture.</b> The <b>Questioning the Topic</b> strategy is used in the process of developing the "big Ideas" in this content area. In the process students learn about and begin to understand the likenesses and differences in cultures in our local communities and in distance lands by learning about the home life, economic systems and resources, their history, government and politics, religion, science, education, sports, music, folk heroes, legends, values, communication norms, beliefs and traditions. By exploring representative examples of a group or nation's literature, visual art, music, and dance, the students will develop the basic concept that these arts reflect the culture of that group of people.</li> <li>• Instruction focuses on in-depth knowledge of a few well-selected topics. This results in the development of concepts and generalizations that serve as the framework for future learning. Teachers on each grade level also develop integrated, culturally relevant hands-on projects. Projects require the exploration of a rich array of texts and media, and the creation of end products that demonstrate the information and</li> </ul>	<i>Core</i>



	<p>big ideas learned. The projects developed by each student represent his or her individual interests and preferred mode of expression while at the same time demonstrating his or her understanding of the concepts, generalizations, and information.</p> <p style="text-align: center;"><b>Instructional Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Adventures in Time and Place</b>-- © 2005 by McMillan McGraw Hill Publishing</li> <li>• <b>Reading A-Z</b>--Online decodable and leveled books, lesson plans, worksheets, and assessments aligned to CCSS, including many titles in history and social studies.</li> </ul>	
<b>SCIENCE</b>	<p style="text-align: center;"><b>SCIENCE</b></p> <p>California is in the process of adopting a new Science Framework aligned to the Next Generation Science Standards (NGSS). Currently we are still using resources that are based on the 2003 framework. However, we are also using resources aligned to the NGSS.</p> <p>Teachers focus on grade-specific units of study addressing the content of the elementary standards: physical sciences, life sciences, and earth sciences. The careful planning of units within and across the grades ensures that students are provided balanced science instruction. At all grade levels, FOSS kits (Full Option Science System) are used to teach the scope and sequence of the state framework. The new Journeys program also includes thematic science units.</p> <p>Our science program develops students' command of the academic language of science used in the content standards, and includes the teaching of investigation and experimentation skills along with direct instruction and reading. Teachers instruct students in the scientific method of problem solving and critical thinking through observing, questioning, classifying, inferring, assessing and concluding. Science instruction includes:</p> <ul style="list-style-type: none"> <li>• The assessment of <b>students'</b> prerequisite knowledge to monitor student progress, and evaluate the degree of mastery of the content called for in the standards. Lessons include embedded unit assessments that provide formative and summative assessments of student progress. Teachers and administrators regularly collaborate to improve science progress by examining students work.</li> <li>• Multiple instructional strategies, such as direct instruction, teacher modeling and demonstration, and investigation and experimentation. These strategies help teachers capture student interest, and provide bridges across content areas.</li> <li>• The use of <b>technology</b> and scientific instruments so that students imitate methods of scientists. Teaching science by using technology is important for preparing students to be scientifically and technologically literate.</li> </ul> <p style="text-align: center;"><b>Instructional Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Delta Education's FOSS Textbooks</b>-- used at grades 3 – 5</li> <li>• <b>Leveled readers</b> that are correlated to the FOSS Kits</li> <li>• <b>Measuring Up Science</b> Standards, published by Peoples Education, Saddle Brook, New Jersey, supplemental instructional materials, and formative, and benchmark assessments for tested standards.</li> <li>• <b>Zingy Learning</b>—an online program, used by students in grades 4 and 5. Science is taught using an innovative animated program that both entertains students and demystifies scientific concepts. Lessons are aligned to the standards and there are quizzes for each unit. This program was created by a group of scientists and science teachers. We are now using the NGSS version of this program.</li> <li>• <b>Reading A-Z</b>--Online decodable and leveled books, lesson plans, worksheets, and assessments aligned to CCSS, including scores of titles in science</li> </ul>	<i>Core</i>
<b>VISUAL &amp; PERFORMING ARTS</b>	<p style="text-align: center;"><b>VISUAL AND PERFORMING ARTS</b></p> <p>"Arts education offers students the opportunity to envision, set goals, determine a method to reach a goal and try it out, identify alternatives, evaluate, revise, solve problems, imagine, work collaboratively, and apply self-discipline. As they study and create</p>	<i>noncore</i>

	<p>in the arts, students use the potential of the human mind to its full and unique capacity.” Visual and Performing Arts Content Standards, January 2001</p> <p>The visual arts program at the WLC is based on a blending of the California State Content Standards for the Visual Arts with all other curricular areas. The WLC’s program emphasizes the integration and development of visual arts into the various themes in the Journeys program.</p> <p>The arts are also integrated into the instructional program in social studies, language arts and science through drama, visual arts and music. In addition, the after-school program offers classes in dance, visual arts and music.</p> <p><b><u>MUSIC EDUCATION</u></b></p> <p>The WLC believes in the importance of the arts, especially music, and will continue its commitment to arts education: For several years, a music teacher provided weekly music instruction based on the Music Standards for each grade level. At this time, because of limited resources, this instruction no longer occurs. Our intention is to implement this type of instruction again. In the meantime, many teachers use songs and instrumental music to develop an appreciation of various types of music including, folk, popular and classical.</p>	
<b>HEALTH &amp; PE</b>	<p><b><u>PHYSICAL EDUCATION</u></b></p> <p>Using the Physical Education Model Content Standards for California Public Schools as the basis of instruction, physical education will continue to be scheduled for all grade levels to include 200 minutes of physical education every ten school days as per state guidelines. Specific skills and activities will continue to be planned by our Physical Education teacher, in collaboration with the general education teachers, administrators, and paraprofessionals.</p> <p>The Physical Education program is developmental, and articulated among grade levels. Students learn and apply planned movements, exercises and basic motor skills on a regular basis. Teachers relate physical education to other disciplines and create a clear link between wellness and physical fitness. The curriculum also provides opportunities for students to learn the rules and skills to play organized sports and develop good sportsmanship skills.</p> <p>The objective of the health and physical education program is to have students understand the connection of a healthy mind and a healthy body. As children become aware of their bodies, they are building their self-esteem to help them to make appropriate decisions for a healthy lifestyle, disease prevention and risk reduction.</p> <p>To support the goals of maintaining and improving the physical, mental, and overall well-being of all students, in addition to the continued implementation of the physical education standards, the Watts Learning Center has developed Wellness Policies on Physical Activity and Nutrition per federal guidelines. The plan promotes active physical participation by all students and healthy food choices throughout the school day and holds all stakeholders responsible for insuring that the full intent of the guidelines are met. Physical Education is not a core subject.</p>	<i>noncore</i>

## INTERVENTION AND ENRICHMENT PROGRAMS

### INTERVENTION

Formative and summative assessments are used to identify students who need intervention. The NWEA MAP assessment, DIBELS, program based assessments, student work, and the SBAC tests are used. The ***Journeys*** program provides several resources for intervention and remediation. They include (1) a Worktext that pre-teaches and reteaches weekly core skills and vocabulary, (2) Decoding Power Kits used to provide explicit, systematic instruction to build foundational reading skills, (3) student worksheets that provide scaffolded practice in high-frequency words, letter names, phonemic awareness, phonics and comprehension.

Because students acquire reading and math skills at different rates, teachers provide instruction to small groups composed of children with comparable skill levels and needs on a regular basis. This is in addition to instruction

provided to whole groups. In the ideal world, most students would only need to receive instruction in tier one (1) in the RTI, 3-Tier Model. However, struggling students make more progress when they receive instruction in a small group where the learners and teacher are in proximity. Thus, tier one instruction is delivered in a combination of settings that include whole class, small homogeneous groups, small heterogeneous groups as well as individualized attention. Small group and individualized instruction allow the teacher to be closer to the learner, creating positive connections with the group. The result is accelerated learning. This grouping allows the teacher to more closely monitor students and to provide truly responsive teaching. It also allows students to see the details of what they should be attending to, i.e., the teacher's mouth when learning sounds, the order in which the letters that make a word are blended, the spaces between words and a multitude of skills that contribute to skillful reading. Often a few weeks of this type instruction in the early part of the year is sufficient to allow students to keep pace with tier one students. This approach is used primarily for skills and concepts related to word analysis and math skills and concepts with which students may have difficulty. Instruction related to reading comprehension and literary analysis standards often occurs in larger groups but primarily for students who are making adequate progress in acquiring these skills in that grouping. The small group approach also allows students who have more highly developed readiness in reading and language to make even faster progress in reading.

Students in Tier 3 receive instruction from a credentialed teacher or a resource specialist.

### **BEFORE AND AFTER SCHOOL**

The Watts Learning Center has provided a before and after-school program since the school opened in 1997. The Board of Directors has been consistently committed to the provision of this program free of charge for all families to extend learning and provide supervision of students. The school is open from 7:00 a.m. to 6:00 p.m.

This program is a collaboration between the WLC and the STAR. The STAR Education Program helps to improve test scores through innovative instructional programs and providing enrichment for life long success. The literacy support program is designed to support reading skills development, supporting acquisition of grade level standards, including vocabulary development, comprehension skills, and reading fluency. The STAR Math Plus Program provides students with the opportunity to develop grade level math skills and problem solving skills.

The before school program provides students with healthy breakfast. There is also an **Early Bird program** which provides intervention and enrichment from 7:00 to 7:50 am daily. Intervention is based on students' academic needs, enrichment activities on students' interest. Classes are taught by credentialed teachers. The after-school program provides daily academic support in homework, reading, language arts and mathematics, daily enrichment classes, and a healthy after school snack. The regular instructional program and the after-school program employs instructional aides who work in both programs.

Watts Learning Center teachers also participate in the extended learning program by providing after-school tutoring and facilitating cross-age tutoring. Instruction is focused on students who need additional help in reading, language arts and mathematics.

The enrichment classes of the STAR education program consist of various courses through which the students rotate. Students participate in chess, art, dance, music, Spanish and capoeira, Brazilian martial arts, classes. New classes continue to be developed, based on student interests.

### **CAMP LEARN**

Students on all grade levels who need additional help in reading, language arts and math attend a six week program in the summer – Camp Learn. This program consists of academic subjects taught in the mornings by the credentialed teaching staff. Teachers' instructional plans are based on students' needs and use content and activities from science or social studies. There are approximately ten students in a class. Recreational and art activities are taught in the afternoons by the instructional aides. Students are taken on field trips every Friday. This program is provided free of charge to the Watts Learning Center students. **WLC** will extend this program to more students when resources become available.

## **ADDITIONAL ACADEMIC SUPPORT AND ENRICHMENT**

All students engage in contextual learning experiences through three or more field trips a year. Trips have been taken to the San Diego Zoo, TreePeople in Malibu canyon, UCLA Festival of Books, various performing arts concerts, LEGOLAND, Green Meadows farm, tidal pools at the beach, Long Beach Aquarium, and San Juan Capistrano Mission to name a few. The Parent Council raises funds annually to pay for field trips. Each year 5<sup>th</sup> grade students participate in a weekend camping to Canyon Creek in Angeles National Forest.

Students have learned about people from other countries from visitors to the Watts Learning Center. People from Japan, South Africa, Belize, Ghana and China have given informational talks to the students.

## **CULTURAL EVENTS AND INTERNATIONAL TRAVEL**

Cultural events serve to enrich student learning. These include the International Festival, African American History Month Celebration, Latin American History Month celebration and Cinco de Mayo Festival. In addition to studying and celebrating various cultures, we continue to provide students and their families with the opportunity to travel internationally. This is a distinguishing element of instructional program. It is called **Passport to the World**.

International travel is now a biennial event that allows fourth and fifth grade students to enjoy a shared learning experience with parents, teachers, Board and community members. It provides WLC students the opportunity to compare the differences and similarities of the United States with other countries, gain an understanding of how various cultures have developed, and experience the world as a classroom. During the 2002-03 school year, staff and parents traveled to South Africa to enrich the background knowledge of students. Two years later in 2004, another group of WLC parents, students and staff traveled to Senegal and The Gambia to learn and study about another part of Africa. In December 2006, they traveled to Ghana, Togo, and Benin. In 2008, a group of 32, traveled to South Africa and in 2010, 30 students and parents went on a trip of a life time to Egypt. Since then, students have traveled to Costa Rica, and to Senegal and Benin. Plans are now being made to travel to Brazil.

Students, teachers, WLC Board members and parents raise funds throughout the year to finance international travel. The funds pay for airfare and hotel accommodations for ALL students who desire to go. The expenses for parents are supplemented. **Travel occurs during the winter break.** Travel experiences are aligned with academics. Students are required to keep journals, take photos, record videos of their experiences with the intent of publishing and sharing the information with their WLC community. These and other extended learning and enrichment activities broaden the knowledge of WLC students, provide the context in which they learn and make their academic study more meaningful.

## **INSTRUCTIONAL METHODS AND STRATEGIES**

State and locally adopted core texts along with supplementary resources and teacher-created activities are used in the instructional process. Teachers are expected to develop thoughtful, creative lessons that are designed to effectively engage students in learning skills, vocabulary, procedures, concepts, strategies, while acquiring deep knowledge of subject matter content. The language used in the classroom is designed around the principles of language acquisition (comprehensible input, receptive and expressive responses, verbal rehearsals, deep discussions and frequent speaking and writing. Instructional methods and strategies include:

- ✓ Clear goals and objectives that provide appropriate challenges for all students and are based on assessments of skills, and topical content. Goals and objectives are communicated in student friendly language using academic discourse.
- ✓ Use of materials that have flexible formats to support all students' learning.
- ✓ Scaffolded learning activities and experiences that use multiple modalities, and integrate subject matter, current events, the arts and contain culturally relevant content.
- ✓ Direct teaching of academic and domain specific vocabulary employing researched based practices.
- ✓ Language development for English Learners (ELs), and standard English learners (SEs) is integrated in core lessons.
- ✓ Differentiated and small group instruction. ELs designated instruction based on their levels.

- ✓ Frequent checking for understanding—usually every 5 – 8 minutes especially when new information and skills are being presented. ***This must include verbal responses, often first modeled by the teacher to summarize, paraphrase, and explain or support answers or claims.***
- ✓ Regular formative assessments that help the teacher and each student gauge progress.
- ✓ The use of models (student, teacher-created, and professional) and exemplars which are continuously available during the development of skills, strategies, concepts, and content. These are in students' notebooks and often posted on the walls or chart racks for easy reference.

At the WLC, we are convinced that the instructional process must involve students in both direct instruction and inquiry-based experiences that are well-organized, and carefully sequenced. Learning activities must be consciously designed to develop vocabulary, concepts, knowledge, skills, procedures, strategies, the ability to think critically, and to use learning in novel ways. Our goal is to provide effective scaffolded Instruction that leads to a high level of mastery. In the process, we also want our students to become increasingly metacognitive—knowing what they know and how they know it. Because scaffolded instruction focuses on the learners' current abilities and knowledge in relationship to new learning, **our expectation is that all teachers plan and implement scaffolded instruction described below:**

The **first step is to use assessments to determine students' readiness**—prerequisite skills, vocabulary, knowledge, and concepts so that instruction can be designed that makes sense and has meaning for the learners. The information gained from pre-assessments may require **differentiation of instruction for some individuals or groups of students**. It may require slower or faster pacing. This early differentiation is critical because it prevents the failure that occurs when ALL students are expected to learn everything in the same way at the same pace. For students who can move faster, learning is more interesting and challenging. **Students who are continuously failing because of poorly designed and inappropriate instruction develop behaviors that avoid learning. Failure is painful. They become ashamed of their minds. Instruction at WLC is designed to avoid this scenario.**

In the earliest stages of scaffolding, the teacher carefully guides students' learning through modeling, explanations, questioning and other multi-sensory tasks. As instruction continues, the goal is to get students to the point where they have internalized the information and the steps and can easily apply them (information and steps) in a variety of situations. Scaffolding may involve the use of manipulatives, direct instruction, the reading and discussion of stories or information, and reference material, drawing pictures, constructing, writing, etc.

Instruction must also provide opportunities for the strategic **application of skills and concepts through guided practice over time**. Initially this practice is regular and intensive. Because of the teacher's careful metacognitive analysis of the tasks, questions that prompt self-monitoring, verbalizations, etc. are built into the lessons so that students become increasingly independent in completing the task, or making connections between old and new knowledge.

**When students can provide explanations** and self-talk for most or all the steps or can catch or find their own errors, **the task or skill is ready for independent practice**. Independent practice is another example of pulling away the support or releasing students to self-prompt and self-monitor. The development of metacognition is a part of the scaffolded instruction and a part of the steps of guided practice. **At WLC, when we look at the effectiveness of instruction, we not only look at student's work, but also ask that students explain (verbally and in writing) what they know and how they learned it.**

To maintain and strengthen mastery, it is essential that previous skills, concepts and vocabulary be reused and reentered. **Teachers use homework for maintaining previously mastered learning**. The use of focus standards in ELA and math cause this to happen naturally as students discuss, speak, and write about what they are learning. Close reading of texts of various types is the primary source of learning. But there are many opportunities for learning by listening and viewing, and through complex projects.

Through on-going professional development, our teachers are perfecting the process of using questioning that focuses on sensory experiences of learning activities. One goal is to develop students' conscious awareness of the experiences so that learning is maximized. Another is to develop **students' abilities to ask and answer their own questions about experiences**—what they feel, hear, see, smell, and taste. Students are also learning to analyze

patterns so that they can compare, and contrast what they already know to new experiences, objects, systems and patterns. **Self-questioning helps the learner to set purposes for learning, to self-monitor comprehension, and to develop and refine new schema by constructing new concepts and new knowledge.**

#### **HOW OUR METHODS AND CURRICULUM SUPPORT THE IMPLEMENTATION OF STANDARDS**

We are confident that our methods and curriculum will result in student mastery in all content areas when executed with fidelity. Teachers are guided by the understanding that learning for all students is mediated by language. We are also responsive to students' needs and will not use a program as a prescription or recipe. We will work together to adapt and continuously improve as learners by deepening our knowledge and improving our practice. A continual focus on instructional coherence in a supportive and collaborative environment where everyone holds themselves and each other accountable, results in our success.

#### **HOW OUR INSTRUCTION SUPPORTS STUDENT USE OF TECHNOLOGY**

At WLC, every student in every classroom has a computer assigned to him or her. Rather than a subject in and of itself, learning to use technology has been accomplished as a result of our instructional process where students use computers daily to (1) learn content and practice skills while using our adopted online programs, (2) research a topic just for fun or for a performance task, (3) take online assessments, (4) play games, (5) view videos, (6) create PowerPoint presentations, (7) upload, download and save documents and pictures (8) and use word processing programs to write first and final drafts. Because of this extensive use, students are becoming proficient, and confident in their use of technology. By grade 3 and beyond, most of our students are well prepared to take the computer based assessments.

The entire school is networked to facilitate internet access. This was upgraded two years ago, to insure we have Wi Fi capacity to allow all students and staff to have efficient internet connections. The school has fully implemented google docs for students and staff. This tool allows for sharing of information, immediate feedback on student work, and continued proficiency in the use of technology.

#### **MATHEMATICS PLACEMENT**

*Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.*

#### **HIGH SCHOOL EXIT EXAMINATION**

*Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.*

#### **WASC ACCREDITATION**

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

#### **TRANSITIONAL KINDERGARTEN**

*Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.*

Currently there are 15 TK students enrolled at WLC. The program is equal in length to the kindergarten program.

Young children learn best through hands-on experiences and benefit from many opportunities for practice with their peers while guided and supported by their teacher. Students strive to make connections between all the new ideas and information they are learning. Our teachers, therefore, make a deliberate effort to reinforce

connections by explicitly relating topics and incorporating rich themes into their lesson plans. Throughout each day, TK teachers integrate math, language and literacy development, social emotional skills and English language development. For example, teachers plan lessons that allow young children to: absorb new vocabulary while they explore math concepts; practice turn taking and cooperation while they figure out a sorting activity; play a game, recite a rhyme, and learn alliteration in songs and chants involving science; and learn new academic English through meaningful play, explicit instruction at the same time contextualized.

Our TK programs prepares students for success in the kindergarten year or for some the opportunity to move to first grade. Learning activities are designed to facilitate growth from the California Preschool Learning foundations for literacy and social-emotional development and growing toward the Kindergarten California Common Core State Standards for both ELA and math. Important features include:

- Focus on a variety of skills that are predictors of later reading achievement, including phonological awareness, concepts of print, alphabet recognition, the alphabetic principal.
- Oral language developed by reading books to children that captivate their interest and compel conversations, dramatic play, formal and informal language activities to build vocabulary and concepts, and show and ask activities, etc.
- Involvement of the family through regular communication and visits to the classroom
- Continual formal and informal assessments of students' progress through observations, students' work, and program based assessment.

#### **ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

*Draft*

Revised: 12/12/2016





## Watts Learning Center Charter School

Schedule 2017-18



	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Warning Bell	7:50 AM	7:50 AM	7:50 AM	7:50 AM	7:50 AM	7:50 AM
Start	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Recess Begins	9:15 AM	9:30 AM	9:45 AM	10:00 AM	10:15 AM	10:30 AM
Students Ready For Pickup	9:30 AM	9:45 AM	10:00 AM	10:15 AM	10:30 AM	10:45 AM
Playground	11:00 AM	11:20 AM	11:40 AM	12:00 PM	12:20 PM	12:40 PM
Lunch	11:20 AM	11:40 AM	12:00 PM	12:20 PM	12:40 PM	12:55 PM
Restroom/ Water	11:35 AM	11:55 AM	12:15 PM	12:35 PM	12:55 PM	1:10 AM
Return to Class	11:40 PM	12:00 PM	12:20 PM	12:40 PM	1:00 PM	1:20 PM
Dismissal M/T/Th/F	2:45 PM	2:45 PM	2:45 PM	2:45 PM	2:45 PM	2:45 PM
Wednesday	1:45 PM	1:45 PM	1:45 PM	1:45 PM	1:45 PM	1:45 PM

**Instruction BEGINS at 8:00 a.m. Students are considered tardy after 8:00 a.m.**

*Teachers are responsible for taking attendance by 8:15 a.m.*

*Teachers are responsible for taking their class to the restroom before recess and lunch.*

*They are also responsible for walking their classes to the recess and lunch area and picking them up after recess and lunch.*

**Students** are responsible for cleaning the lunch area.



## Watts Learning Center Charter School Early Release Schedule (12:00 pm)

Schedule 2017-2018



	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Warning Bell	7:50 AM	7:50 AM	7:50 AM	7:50 AM	7:50 AM	7:50 AM
Start	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Recess Begins	9:15 AM	9:30 AM	9:45 AM	10:00 AM	10:15 AM	10:30 AM
Students Ready For Pickup	9:30 AM	9:45 AM	10:00 AM	10:15 AM	10:30 AM	10:45 AM
Lunch	Kindergarten - 1st Grade 10:30 AM		2nd - 3rd Grade 10:55 AM		4th - 5th Grade 11:20 AM	
Restroom/Water	10:55 AM		11:20 AM		11:45 PM	
Return to Class	11:00 AM		11:25 AM		11:50 PM	
Dismissal M/T/Th/F	12:00 PM		12:00 PM		12:00 PM	

### ***Instructional Aides Supervising***

*Ms. Brooks*

*Ms. Calvario*

*Ms. Kelly*

*Ms. E. Moran*

*Ms. L. Moran*

*Ms. Perkins*

## INSTRUCTIONAL DAYS AND MINUTES

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Regular Day Total Number of Instr. Minutes	Minimum Day Total Number of Instr. Minutes	Total Instructional Time	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Y	138	360	34	300	8	205	0	0	180	36000	49680	11840	61520	25520
1	Y	138	360	34	300	8	205	0	0	180	50400	49680	11840	61520	11120
2	Y	138	360	34	300	8	205	0	0	180	50400	49680	11840	61520	11120
3	Y	138	360	34	300	8	205	0	0	180	50400	49680	11840	61520	11120
4	Y	138	360	34	300	8	205	0	0	180	54000	49680	11840	61520	7520
5	Y	138	360	34	300	8	205	0	0	180	54000	49680	11840	61520	7520

### MATHEMATICS PLACEMENT

*Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015*

## PROFESSIONAL DEVELOPMENT

### TEACHER RECRUITMENT

Vacancies for teachers are filled in many ways:

1. Positions posted on the EdJoin site are helpful in recruiting teachers, teaching assistants and administrators.
2. Many positions are filled by networking through current staff and others.
3. WLC teaching assistants who demonstrate effective instructional strategies are encouraged, mentored and recruited to become teachers at the school. Several of our current teachers, including one employed over 10 years, were formerly teaching assistants. They are almost always a very good match because we have been able to assess their competence, attitudes, work habits, and willingness to learn and grow. They in turn make a well-informed decision because they have detailed knowledge of the school and its culture.
4. Competitive salaries and incentives have stabilized staff and the school's overall success.

### PROFESSIONAL DEVELOPMENT PROGRAM

Teachers, not curriculum, have the greatest impact on student achievement. In a report on *"The Real Value of Teachers," the Education Trust cites a study by W.L. Sanders and J.C. Rivers (1996), which states:*

*"So large was the impact of teachers on student learning that it exceeded any one thing about the students themselves...teacher effectiveness is the 'single biggest factor influencing gains in achievement,' an influence bigger than race, poverty, parent's education, or any of the other factors that are often thought to doom children to failure." (Carey)*

A high quality professional development effort is the primary focus for cultivating expert teachers. The goals for staff development are focused on:

1. Increased content knowledge especially in English language arts, English language development, math and science, and history/social science.
2. Improved instructional practices that reflect deep understanding of how students learn, especially those impacted by generational poverty.
3. Effective ways to integrate and enrich content to increase student engagement.
4. Data driven instruction.
5. Collaborative planning and problem solving.

Nine (9) full days of paid professional development are provided for teachers prior to the beginning of school. One of those days is a full staff retreat to kick off the new school year. This is a time for reflection and collaboration for the upcoming school year. For the balance of the year, approximately 16 hours monthly are devoted to professional development which is primarily done collaboratively.

Professional Development Schedule	Number of Hours Monthly
Wednesday Weekly minimum day	8 hours
Weekly grade level common planning	4 hours
Monthly early release Days—on Fridays (8 per year)	4 hours

Knowledge, skills, and instructional strategies receiving focus in professional development and school-wide initiatives are implemented with ongoing support from the Director of Instruction, Instructional Coaches, and teacher experts. A trainer-of-trainers model is often used to make the most effective use of resources with teacher experts serving as the trainers and mentors. Teacher experts are Watts Learning Center teachers who have developed high levels of expertise. They play an important role in professional development.

In addition to on-site professional development, teachers are encouraged to attend conferences and observe their peers teaching. At the beginning of the year, each teacher and the Director meet to set professional goals for the upcoming school year. This process allows the teacher to set goals for individualized professional development that is based on the California Standards of the Teaching Profession. Student assessments, feedback from formal and informal observations are also used in this process of setting individual goals.

During the last two years, professional development primarily focused on initiatives and instructional practices designed to implement CCSS and address performance on the SBAC tests. We have identified focus standards in ELA and math with the expectation that students' mastery of these standard will result in sustained achievement. These standards will continue to receive in-depth focus over an extended time. We will use data to adjust our course by improving instructional strategies, and if needed, modifying the focus.

We have implemented the Marzano teacher evaluation model. Each teacher and instructional support staff member will use Self-Assessment instruments to assess his or her performance on each of 4 domains. Following the self-assessments, each teacher will create an individualized professional development plan for which s/he will set 1 to 3 goals related to a selected domain or domains. If an administrator believes that it is essential for a teacher to improve in some aspect of teaching, then the administrator places the teacher on an improvement plan. The goals for teachers on an **improvement plan** are set by the administrator in collaboration with the teacher. All plans document the teacher's growth through observations and artifacts. Artifacts may include (1) a unit plan with assessments, (2) an assignment samples of students' work, (3) communication with families, (4) instructional and non-instructional records and (5) evidence of professional development –includes sharing expertise with colleagues.

The effectiveness of PD is evaluated in the **regular observation of teachers in the process of teaching and by looking at student data**. Observations are formal and informal. **Regular informal observations** assist the Director in monitoring the fidelity of agreed on schoolwide strategies that insure instruction coherence. It also allows the director to provide teachers with additional support and resources. The formal observations are designed to keep teachers focused on teaching standards-based objectives. The process also helps teacher to master this process of planning and to become more metacognitive and reflective in the process. For the formal process, the Director evaluates:

1. The written lesson plan using a checklist or rubric and an **Interview Protocol for Preconference planning**. The **Checklist and Interview** provide guidance to the teacher prior to the formal observation.
2. Student materials (artifacts) to be used in the lesson are submitted prior to the observation. The teacher makes changes as needed to these prior to presenting the lesson.
3. **Lesson Execution Evaluation Checklist and Notes from Observation** used by the director to evaluate the actual execution of the lesson and **Interview Protocol for Post-Conference**.
4. Post-observation—the teacher submits 4 – 5 photocopied samples of students' work (artifacts) produced during or as a result of the lesson. The teacher highlights, writing, drawings, or other markings that meet the performance description in the objectives and writes comments stating why these elements meet one or more of the lesson's objectives.
5. The teacher meets with the director 1 to 3 days later for a conference in which the teacher shares her or his reflections about the lesson and the director gives feedback about the observation.
6. The teacher and director plan next steps, which might include support for the teacher, the teacher sharing an outstanding strategy with other teachers, etc.

## **PROFESSIONAL DEVELOPMENT FOR INSTRUCTIONAL ASSISTANTS AND SENIOR CORPS FOSTER GRANDPARENTS**

The plan for professional development for the Instructional Aides and Foster Grandparents is designed to support the school's goals for student achievement. Monthly meetings are focused on learning how to better assist students in the classroom, information about CA CCSS, instructional practices, instructional materials, and training in the skills that support academic learning and behavior management. In addition, our assistants and campus aides participate in training alongside the teachers in learning Play Works strategies, which teaches our staff how to implement collaborative-structured play during recess/lunch. All staff receive health and safety training, such as First Aide/CPR, and the use of the Epi-Pen. The aides and teaching assistants are also trained to act as our Fire/Rescue team in the event of an emergency

### **QUESTIONS LIKE THE FOLLOWING WILL GUIDE OUR EVALUATION OF PD EFFECTIVENESS**

- Are teachers well planned? To what extent is instruction carefully scaffolded? To what extent is instruction standards-based? Are the methods and procedures introduced in staff development used appropriately and consistently?
- To what extent are teachers effectively collaborating, identifying and solving problems related to instruction and classroom management?
- What are the variety of learning activities and strategies used in the classroom? Are students generally engaged, and responsive? Are students able to explain and demonstrate what they know, and how they know it?
- How are students performing academically and socially? What percentage of students are scoring 80% or higher?
- Are exemplars and models used consistently for teaching writing and other tasks and strategies?
- How and to what extent are accommodations and modifications for SWD implemented?
- To what degree have teachers created positive classroom environments? What are the incidences of referrals for discipline?
- How do teachers feel about the tone and culture of the school? How do students, parents and other stakeholders feel about the tone and culture of the school.

### **2017-2018 PROFESSIONAL DEVELOPMENT PLAN TOPICS**

The following are examples of professional development topics. Most will reoccur throughout the year so that teachers increase their knowledge and practice.

1. Review of Safety Plan—Drills, assignments
2. CPR Training
3. Mandatory Reporting Requirements & Procedures
4. Staff Evaluations
5. Screening Assessments
6. Assessments--Benchmarks
7. Review & analysis of SBAC Data
  - a. Teachers take the SBAC in ELA & Math
8. NWEA MAP data review and analysis
9. *Using Map and SBAC data to set student goals*
10. Classroom and School-Wide Discipline
  - a. Understanding Generational poverty
- b. Teaching behavioral expectations
- c. Understanding Cultural differences
- d. Why, How, When of Class meetings
- e. Teacher mindfulness--Keeping your school cool
- f. Suspensions and Expulsions
11. Singapore Math Strategies
12. Strategies for teaching ELA focus standards
13. Strategies for teaching math focus standards
14. ELD—Designated instruction—Groupings
15. Reading Intervention groupings
16. Math Intervention groupings
17. Using narrative exemplars and rubrics

### **HIGH SCHOOL EXIT EXAMINATION**

*Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.*

### **WASC ACCREDITATION**

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

## **MEETING THE NEEDS OF ALL STUDENTS**

### **ENGLISH LEARNERS**

Charter School shall identify potential English Learners (ELs) in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements. Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

### **Watts Learning Center is submitting our English Learner Master Plan with this petition.**

The Watts Learning Center will meet all requirements of Federal and State laws relative to equal access to curriculum for English learners. When a student enters WLC without records and or a prior assessment, a **Home Language Survey** is completed. If a language other than English is indicated on the survey, the California English Language Development Test (CELDT) or the ELPAC when implemented, is administered to determine English proficiency. The CELDT/ELPAC is administered within 30 days of enrollment and is scored locally to immediately determine the student's ELD level.

## **EDUCATIONAL PROGRAM**

The goal of the school's ELD/ESL program is to provide consistent and effective, rigorous instruction for English Learners (ELs). With the adoption of the new ELA/ELD framework, in 2014, ELD standards are directly aligned to the CA CCSS ELA literacy and other content standards. **Integrated ELD** instructional strategies (sheltered English and SDAIE) are used to support learning content, skills, concepts and strategies in all core and non-core classes. This approach allows ELs to be fully engaged in learning as they develop proficiency in English.

EL's also receive **designated ELD** instruction during the school day when teachers use the ELD standards to allow students to develop critical language needed for content learning in English. For **Designated instruction**, ELs may be clustered within in one or more classrooms at each grade level based on their levels of language development. As this population increases, students will also be regrouped during **designated** instruction. Each cluster is taught **by a teacher with CLAD authorization for a period of not less than 30 minutes daily. The Journeys program provides lesson plans and other resources for both integrated and designated ELD instruction** in ELA. The program provides embedded ELD instruction completely integrated and scaffolded across language proficiency levels. Both **integrated** and **designated** instructional activities are focused on developing EL students' abilities to make meaning when reading, listening, speaking and writing—language reciprocal processes. In core subjects of math, science, and history/social studies, and non-core subjects of art and physical education, **integrated** strategies are used to develop ELD standards. In other words, ELD instruction is continuous and everywhere present. Teachers are also expected to appropriately scaffold instruction to meet the needs of students whenever the support provided by the adopted core program is inadequate or ineffective. **Designated** Instructional activities are primarily designed to help students to develop their metalinguistic knowledge of English and mastery of how English works. This includes (1) contrastive analysis of the formal and informal language registers (2) how words work—phonological awareness, word forms, homophones, etc. (3) sentence structure – word order, sentence combining and decombining, (4) paragraph structure or organizational patterns, including transitions to connect ideas.

English learners are often behind their native English speaking peers in reading achievement. This is generally not the case here at WLC. We continue place strong emphasis on teaching foundational literacy for all students including ELs. Differentiated instruction is provided for students based on their literacy skills in their primary language and in English. As mentioned earlier, small group instruction is a primary strategy that insures students make rapid progress in acquiring foundational and other ELA skills. Our experience has confirmed research findings that English learners can learn to read in English at a rate comparable to native English speakers. Therefore, **all ELs are taught to read in English from their first days of school.** Students are screened and their progress closely monitored. Reading intervention is provided during and after school and during summer school. They also receive intensive direct instruction and participate in experiences designed to teach basic, academic, and domain or subject matter vocabulary, for -which the Journeys program provides numerous integrated resources.

While our priority is that all instruction is highly effective, there is the recognition that English Learners who are not progressing through one ELD level per year receive **additional and extended learning opportunities** to assist them in meeting reclassification criteria and to achieve benchmarks. If a student fails to make adequate progress after systematic interventions by the teacher, he or she is referred to the Student Success Team (SST) for a review of the student's work and assessments. The process includes other stakeholders including parents or guardians.

**Multiple assessment measures** used to monitor ELD progress include: examination of daily work, performance tasks, textbook assessments, teacher observations, ELD portfolios, and the annual California English Language Development Test CELDT/ELPAC. The Journeys Program measures English learners' progress in mastery of each proficiency level, as well as mastery of the English Language Development Standards.

### **USING THE RESULTS OF CELDT/ELPAC**

Both CELDT and ELAC provide information on English proficiency levels. Once identified as an EL, the assessments are used to monitor students' progress from year to year. Both are also useful making decision about reclassifying students and for evaluating the ELD program and subsequent program planning. The CELDT/ELAC assessments are also used to determine whether schools and LEAS receiving Title III funds are meeting AMAOs, annual measurable

achievable objectives. As a result of a review of the ELPAC Blueprints, it is clear that this assessment is based on the ELA standards and that the results will allow schools to determine how well students are mastering specific ELA/ELD standards.

### **PROVIDING MEANINGFUL ACCESS TO THE FULL CURRICULUM**

As mentioned above in the description of the ELD program, **integrated ELD** strategies are used to provide access to the core curriculum in all subjects. These strategies are also called **specially designed academic instruction in English (SDAIE)**. The California ELD standards are used in all disciplines in tandem with the CA CCSS for ELA to support ELs' linguistic and academic progress. The basics of good SDAIE instruction focus on strategies which make abstract concepts more readily understood by English learners. These practices help students to develop higher levels of fluency and provide access to the grade-level content standards in English language arts, mathematics, science, social studies, and other subject areas. SDAIE strategies and methods:

1. Tap into prior knowledge
2. Contextualize the lesson in a concrete, visual way. This provides scaffolding.
3. Provide a positive affective domain that is culturally sensitive
4. Teach study skills
5. Modify the use of the material--differentiate
6. Use performance assessments that assess student progress toward standards

Effective **SDAIE** methods, techniques and strategies have the following characteristics:

1. Academic Language
2. Active Learning
3. Assessing/Tapping Prior Knowledge
4. Building new knowledge
5. Collaborative problem solving
6. Cultural affirmation/multicultural perspectives
7. Demonstration and modeling
8. Graphic Organizers
9. Integrating Listening, Speaking, Reading and Writing across the curriculum
10. Higher order thinking skills
11. Questioning techniques
12. Teacher as a facilitator of learning

### **ANNUAL EVALUATION**

We use our LCAP/LCFF goals as the primary means of evaluating the effectiveness of the EL program. Metrics and methods of measures include (1) the percentage of students reclassified as RFEPs meets or exceed LCAP goal of 25%, (2) EL students' growth on NWEA MAP assessments; (3) the percentage of EL students performing at various achievement levels on the SBAC in reading and math; (4) portfolio writing samples for each student ; (5) rubrics evaluating listening and speaking and writing (6) surveys of students, parents, teachers and members of ELAC (8) the Director's evaluation and monitoring of instruction.. Although program adjustments will be made throughout the year, the results of the annual evaluation will be used to design professional development for teachers and instructional aides. We will also assess the need for additional instructional resources and if indicated more effective ways to organize EL designated classes.

### **PROCESS FOR EL RECLASSIFICATION**

The ELD committee will meet annually to determine redesignation of English Learners who have demonstrated academic English proficiency based on the following measures:

- Overall score of Early Advanced or Advanced on CELDT or equivalent levels on the ELPAC.
- Trimester Report Card Scores of 3 or 4 in ELA
- Performance on the NWEA MAP assessments (basic skills) is at the 50<sup>th</sup> %ile or higher.

In addition, the following will be considered when a student is eligible for reclassification:

- Teacher consultation and recommendation
- Parent consultation
- State Assessment Data (SBAC) for students in Grades 3-5 (when available)

Students who meet the above criteria will be reclassified Fluent English Proficient. Parents or guardians will receive a written notification that the student has been reclassified as fluent English proficient.

### **MONITORING THE PROGRESS OF ELS AND RECLASSIFIED RFEPs**

The progress of EIs is continuously monitored using the annual CELDT/ELPAC assessment. However, regular formative assessments that may include rubrics, checklists, students' work in core classes and **designated ELD sessions** are used to monitor progress throughout the school year. As stated earlier, students not making progress are provided with appropriate intervention. The **Journeys** program also provides formative and benchmark assessments for each English Language proficiency level at all grade levels.

Students who have been reclassified must also be continuously monitored to insure they continue to increase their levels of proficiency in English. Teachers will continue to provide appropriate instruction and supports for these students. Their progress is documented through formative assessments that include student work, especially written and formal oral reports, curriculum based assessments in all content areas, core program benchmark assessments, and summative assessments in reading and math.

### **MONITORING PROGRESS OF LONG TERM ENGLISH LEARNERS**

**A Long-term English learner** (or LTEL) is a student who has been enrolled in an American school for more than six years, and is not progressing toward **English** proficiency, and is struggling academically due to limited **English** skills. However, we are concerned if continuously enrolled students who entered our school in Kindergarten have not reclassified by the end of fourth grade. Based on DataQuest, WLC had 2 students in 2014 -15 who were in the cohort of 'English Learner 5 years or more'. The following steps are helpful in monitoring progress of LTELs:

1. Use NWEA MAP or similar assessments to identify specific skills, and performance levels, and to monitor growth over time.
2. Use the NWEA Skills Navigator for frequent monitoring of students' growth in response to instruction.
3. Assess students' foundational skills using a screening instrument to determine the need for reading intervention focused on foundational skills.
4. Use the CELDT/ELAC to determine proficiency levels and strengths and weaknesses in each domain. ELAC will also provide information on ELA/ELD standards.
5. Closely monitor and evaluate students' responses to interventions and ELD instruction—especially growth in oral language, speaking and listening, because it is the foundation for continued development of English Language skills.
6. Look for increased class participation and greater motivation to participate in classroom discussions

### **GIFTED AND TALENTED PROGRAM**

We have established a goal to identify GATE students and to plan an appropriate program for these students.

#### **GUIDELINES IN IDENTIFYING GATE STUDENTS**

1. **INTELLECTUAL ABILITY:** We will identify students who demonstrates extraordinary or the potential for extraordinary intellectual development. Currently the measures to identify intellectual ability will include but is not limited to:
  - **Raven Progressive Test** with a score of 90<sup>th</sup>ile% or higher



- **High ACHIEVEMENT:** A student who consistently produces advanced ideas and products and/or attains exceptionally high scores on achievement tests.
  - A score in the 90<sup>th</sup> percentile or higher on MAP test
  - Meets or exceeds standards on SBAC ELA, Math, science and other standards based assessments.
  - Student achievement records that exhibit high levels of achievement (ex. Report card scores of 3's and 4's)
  - A recommendation from student's current classroom teacher as indicated by the Student Profile of Gifted Characteristics below.
  - Lexile Score in the Advanced or High Proficient Range
2. **CREATIVE ABILITY:** Students who perceive unusual relationships among aspects of the pupil's environment and among ideas. These students demonstrate the ability to
    - Overcome obstacles to thinking and doing
    - Produces unique solutions to problems
  3. **SPECIFIC ACADEMIC ABILITY:** A pupil functions at highly advanced academic levels in particular subject areas.
  4. **LEADERSHIP ABILITY:** A pupil displays the characteristic behaviors necessary for extraordinary leadership.
  5. **VISUAL AND PERFORMING ARTS TALENT:** A pupil originates, performs, produces, or responds at extraordinarily high levels in the arts.
  6. Children in kindergarten through grade two are served even if not formally identified.

#### STUDENT PROFILE OF GIFTED CHARACTERISTICS

- Observant - notice changes around them
- Curious - they investigate discrepancies or happenings
- Questioning - they want to know "Why" and "How"?
- Logical - they see cause and effect relationships and connections
- Expressive - they use advanced vocabulary and are quite articulate
- Inventive - they reason in clever, unique ways to find original solutions to problems
- Versatile - they may participate in lots of activities and adapt readily to new situations
- Persistent - they stay with a task and become intensely focused
- Sensitive - they are very empathetic to others
- Perceptive - they see the essence of a situation

#### HOW THE SCHOOL WILL DETERMINE AND MEET THE EDUCATIONAL NEEDS

A GATE advisory committee consisting of parents, teachers, students, the WLC Director and the Gate coordinator will meet on a regular basis to assist with program planning and assessment. Referrals are sought from classroom teachers and parents. The Charter School actively searches for referrals among underrepresented populations.

The program will provide for or include the following practices:

1. The Charter School's GATE advisory committee representing all constituents meets on a regular basis to assist with program planning and assessment.
2. All staff receive training and information about the nomination process, including characteristics of gifted learners and have access to nomination forms.
3. Teachers, parents, administrators, and counselors are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development.
4. Flexible grouping in the classroom to meet student needs and abilities. Students may also be grouped in clusters on and, if effective, across grade levels, for example, a cluster composed of GATE students in grades 4 and 5 Depending on the instructional activities or focus, part-time groupings within or across grade levels may also be used.
5. Instruction and support that are an integral part of the regular school day.
6. The program provides for continuous progress and intellectual peer interaction.

7. The core curriculum is condensed for gifted students so learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities. Math and science will receive an in-depth focus. However, students will develop a deep knowledge of why societal needs or issues, governmental priorities, global issues often determine or drive research and how scientific knowledge is used to address these issues.
8. The differentiated curriculum is aligned with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning.
9. The differentiated curriculum reinforces and supports the needs, interests, and abilities of gifted students including abstract thinking and big ideas of the content area.
10. Gifted students have a substantial awareness of career and college options and guidance consistent with their unique strengths.

#### **HOW THE SCHOOL WILL MONITOR THE PROGRESS OF GATE STUDENTS**

1. The program assessment process will be structured to measure the goals and standards of the program.
2. We will use multiple traditional and nontraditional strategies to assess student performance. These include standardized and criterion-referenced achievement tests, questionnaires, and performance-based measures or rubrics. These students' performance on CAASP assessments should exceed standards in most if not all assessed areas.
3. Criteria for levels of performance or rubrics are used as part of the assessment process.
4. The assessment process includes strategies that parallel the instruction as a means to collect information about student knowledge and capability. Strategies include student inquiry, collaboration, and reflection.

#### **STUDENTS ACHIEVING BELOW GRADE LEVEL**

Essentially, mandated state tests in ELA and math, determine whether a student is below grade level. Students who achieve below grade may lack (1) adequate prior knowledge and skills needed to perform at grade level or (2) the motivation to demonstrate ability on assessments or otherwise engage in learning activities or (3) may have disabilities that prevent them from achieving grade level expectations at the same pace as other students. The largest percentage of students below grade level have gaps in skills, especially poor reading skills, primarily foundational skills and vocabulary. Of course, others also perform below grade level in mathematics—especially after grade 3 when mastery of concepts, operations, and application of multiplication, division of whole numbers and fractions come into focus. Often, however, many students are below level in math because of inadequate reading skills—decoding, vocabulary and comprehension strategies. The following chart displays how we support students achieving below grade level.

<b>Methods &amp; Tools for Identification</b>	<b>Identifying &amp; Meeting Educational Needs</b>	<b>Monitoring Student Progress</b>
<ul style="list-style-type: none"> <li>Use NWEA MAP &amp; MPG (Map for Primary Grades) a universal screening assessment for ELA and Math K – 5. Students who are below the 40<sup>th</sup> %ile are low average or low and will receive intervention in the areas identified.</li> <li>In grades 3 – 5, students achieving at level 1 on SBAC in reading and or math, are performing below grade level. This performance is also compared to MAP results.</li> <li>Teachers administer DIBELS Individual assessments to determine risk. Fluency assessments are given in grades 2 – 5.</li> <li>Teachers conduct a phonics survey of students who are most dysfluent in reading. (Focus in grades 2 – 5)</li> <li>Teachers' observe and interview students to reveal other critical information: work habits, social adjustments, emotional stability, interests, future goals, etc.</li> <li>Conference with parents to gain insight about circumstances that may impact students' performance.</li> </ul>	<ul style="list-style-type: none"> <li>NWEA screening assessments are used to identify specific instructional goals in reading and math.</li> <li>Assessments of discrete phonemic awareness and phonics skills are used to determine specific foundational skills that need to be remediated.</li> <li>The student's individual performance level and goals are shared with him or her—instructional and behavioral goals.</li> <li>RTI groups—I, II, III are formed and students are instructed in small groups and individually based on the MAP and other data. Groups are all taught by credentialed teachers.</li> <li>Instructional strategies as previously described are employed to teach objectives to students in all Tiers—I, II, and III.</li> <li>Encourage students' efforts by giving authentic feedback on performance—What the student is doing well and how they have grown.</li> <li>In response to monitoring student progress, adjust goals and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The NWEA Skills navigator is administered as frequently as needed to check progress. The skill Navigator is composed of more than 1000 skills organized sequentially within strands of conceptually related skills.</li> <li>Administer MAP in the fall and spring to monitor student growth.</li> <li>Use SBAC interim block and summative assessments to monitor progress.</li> <li>Use student work and have students explain what they know and how they know it.</li> <li>Observe student behavior, attitudes, and work habits, for insight into mindset and the building of stamina and resilience.</li> </ul>

## SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

Ninety percent of the students we serve are classified as socio-economically disadvantaged. Generally, we place most of our emphasis on the economic part of this label. These students are not all the same, i.e., they are not all affected by their social and economic conditions in the same way. Though poor, many, in fact, have the resources, experiences, the family structure and role models to be successful in school and the larger world. However, others display behaviors, ways of thinking, and acting, and reacting, which are the norms of the family and community but do not support success at school, in the world of work, and circumstances where the norms of the 'middle class' are expected. As educators, we need to develop deep understanding of our students' worlds and learn how we can provide resources and use methods that will help them to develop emotional control, academic skills, support systems, relationships and role models, and knowledge of hidden societal rules. Teaching societal rules, are also part of teaching appropriate school behaviors and societal norms. Primarily teachers and the Director are responsible for identifying, meeting needs and monitoring students' progress. However classified staff also are important as role models who have positive nurturing relationships with students.

Methods & Tools for Identification	Identifying & Meeting Unique Needs	Meeting Needs
<p><b>Observations of students</b>—in the classroom and playground—Look for:</p> <ul style="list-style-type: none"> <li>• non-verbal or kinesthetic communications</li> <li>• The use of time</li> <li>• Planning, and organization</li> <li>• relationships with people</li> <li>• Temperament</li> <li>• problem solving</li> <li>• School norms</li> </ul> <p><b>Interviews with students</b></p> <ul style="list-style-type: none"> <li>• Have students orally retell a short story or a personal incident to determine if students use the formal-register story structure or a casual register</li> <li>• Give students prompts and brief stories to determine if they can identify the acceptable behavior in a school or a social setting.</li> <li>• Procedural self-talk—have students explain steps used to complete a simple task.</li> <li>• Use pictures as a prompt to have students draw conclusions and support the conclusions with evidence in the picture.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Communication:</b> Uses a casual register to tell stories, talks back and are extremely participatory while you're teaching!</li> <li>• <b>Kinesthetic:</b> physically aggressive, hands always busy,</li> <li>• <b>Relationships:</b> Will work if they like you, need emotional warmth from teacher and peers to feel comfortable, possessive about the people they really like, like to entertain, dislike authority, disrespectful to the teacher.</li> <li>• <b>Temperament:</b> get angry easily and say what's on their minds. Does not use positive self-talk,</li> <li>• <b>Problem Solving:</b> do not have a repertoire of options for solving problems</li> <li>• <b>Planning, organization goals:</b> Cannot see what's on the page, can't seem to get started, don't do homework, only do part of an assignment, very disorganized</li> <li>• <b>School norms;</b> don't know or use middle-class courtesies, hands always on others,</li> <li>• <b>Procedural steps</b>—Students does not recall follow steps</li> </ul>	<ol style="list-style-type: none"> <li>1. Give students instruction and support in using the formal register to tell stories and as part of the ELA curriculum orally communicating information.</li> <li>2. Help student to learn other options to fighting and conflicts.</li> <li>3. Allow students to doodle or draw if the task does not interfere with learning.</li> <li>4. Write steps for completing task on the board or a chart. Have them use steps on the chart and for practice procedural self-talk.</li> <li>5. Establish signals for times when students will practice positive self-talk.</li> <li>6. Teach conceptual framework as part of content—mentioned as part of teaching methods.</li> <li>7. Use kinesthetic approaches for teaching various skills.</li> <li>8. Use rubrics that students learn to apply to their performance.</li> <li>9. Teach students to formulate and answer questions based on topic and story grammar.</li> <li>10. Teach students to sort relevant from irrelevant cues. A focus on topical questions and story grammar helps students to do this.</li> </ol>

## MONITORING STUDENT PROGRESS

The systematic and faithful implementation of strategies described in column 3 will result in students emotional social and academic progress. Indeed, the areas addressed work synergistically. Many of the tools for identifying the needs of this group are also used to measure progress. They include observations, checklists, surveys and interviews with students and parents, and performance on formative and summative assessments.

## STUDENTS WITH DISABILITIES

### Federal Law Compliance

*Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.*

### **Special Education Program**

*Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.*

*Prior to LAUSD Board of Education approval, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.*

### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

### **Modified Consent Decree Requirements**

*All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measurable 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 Individualized Education Programs ("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, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:*

- **End of Year Suspension**

*District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.*

- **Statewide Assessment Data**

*The standard file including District ID.*

- **Norm day**

*District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.*

- **CBEDS**

- **All Students enrolled as of December 1 of each school year**

*District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.*

- **Dropout**

*District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district*

- **Monthly SESAC and Suspension data**

- **Graduation roster from all charter schools with 12th grade students with disabilities**

*The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.*

## **STUDENTS IN OTHER SUBGROUPS—STANDARD ENGLISH LEARNERS**

### **IDENTIFYING THE SUBGROUP**

The California's ELD/ELA framework describes SELs "as native speakers of English who are ethnic minority students (e.g., African-American, American Indian, Southeast Asian-American, Mexican-American, Native Pacific Islander) and whose mastery of the standard English language is limited because they use an ethnic-specific nonstandard dialect of English in their homes and communities and use standard English (SE) in limited ways in those communities."

### **IDENTIFYING AND MEETING STUDENTS' NEEDS**

Students in this group can be identified because they fail to consistently speak standard English or use an academic register. In addition to teacher observation, various assessments may be used to identify oral language patterns that will need to be addressed. Many of these assessments are those used for screening in reading. Maze or cloze passages requiring the student to provide prepositions, verb forms or academic terms may be used to identify students. In addition to the complexity of oral language used in sentences, narratives, and expositions, teachers should assess the language skills described in the first column.

<b>IDENTIFYING STUDENTS &amp; THEIR NEEDS</b>	<b>MEETING NEEDS</b>	<b>MONITORING PROGRESS</b>
<b>Phonology</b> <ul style="list-style-type: none"><li>● Articulation of consonant sounds are often confused—especially the consonant pairs which only differ due to voicing.</li></ul>	<b>Phonology</b> <ul style="list-style-type: none"><li>● Teach consonant sounds based on manner or articulation and voicing.</li></ul>	<ul style="list-style-type: none"><li>● For each student use a rubric or a checklist to document improvement in articulation of single consonants and blends in words.</li></ul>

<ul style="list-style-type: none"> <li>• Dropping of endings, in simple as well as in complex syllables</li> <li>• Articulation of beginning consonant blends and clusters is imprecise, with one or more of the sounds dropped from the cluster or blend,</li> <li>• Inaccurate perception of syllables leading to the confusion of words that sound similar but are not homophones or homographs. Ex. Shadow with shallow, consonant, continent</li> <li>• Reading and spelling progress impeded due to inability to accurately and consistently discriminate vowel sounds, especially those that are similar in articulations. /ee/, /i/, /e/, /ae/, /a/, /o/, /aw/</li> </ul> <p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Inaccurate use of prepositions and other structural words</li> <li>• Limited vocabulary— below the 50<sup>th</sup>ile age or grade</li> <li>• Limited academic vocabulary which interfere with comprehension.</li> </ul> <p style="text-align: center;"><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li>• Subject, verb agreement especially the -s forms</li> <li>• Non-standard use of the forms of the verb <i>to be</i> in various tenses</li> <li>• The possessive -s is dropped or</li> <li>• Incorrect use of pronouns— especially those that apply to gender—primarily applies to Latinos. He/she, her/him, hers/his</li> <li>• Use of the present tense form used for -ed or past tense form.</li> </ul> <p style="text-align: center;"><b>Reading , Writing, &amp; Spelling</b></p> <ul style="list-style-type: none"> <li>• Students make decoding errors while reading that interfere with comprehension. These errors may appear in the students’ oral language.</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasize the articulation of ending consonants in simple and complex syllables as a part of decoding and spelling lessons. Initially, words should be grouped based on the vowel pattern. Review words focused on the consonant sounds.</li> <li>• Provide oral practice listening to minimal pair discrimination to “fine tune” students’ ears to the differences in words. Cat: cad : gad, gap: gab</li> <li>• Teach the aural perception of syllables using a method that matches a concrete objects— blocks or the learner’s fingers—to each syllable.</li> <li>• Teach students to accurately perceive vowel sounds by perceiving or feeling the shape of the mouth, the position of the tongue, and movement of the mouth when pronouncing strong vowel diphthongs.</li> </ul> <p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Teach prepositions in the context of sentences while teaching high frequency words. Focus on oral use along with written use.</li> <li>• Directly teach academic and domain specific vocabulary using direct instruction. Provide multiple opportunities for students to hear and use the words in context.</li> <li>• Read aloud text at or above level to develop vocabulary.</li> <li>• Post target words on the word wall for ready reference.</li> </ul> <p style="text-align: center;"><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li>• Provide oral and written practice using verbs in various tenses.</li> <li>• Create and post charts contrasting the standard and non-standard usage of verbs,</li> </ul>	<ul style="list-style-type: none"> <li>• Use a checklist to document the ability to differentiate between words that are minimally different by 1 sound or syllable.</li> <li>• Use an assessment to determine and document that the student can accurately discriminate vowel sounds that have similar articulation.</li> <li>• Look for the correct use of prepositions in spoken and written expressions.</li> <li>• Assess improvement in knowledge of academic vocabulary –oral and written cloze passages.</li> <li>• Use a rubric to evaluate students oral and written use of grammar elements identified for improvement.</li> <li>• Use rubrics, and other formative and interim assessments to monitor students’ improvement in spelling, comprehension, and composition. Look for increased complexity and preciseness of communication.</li> </ul> <p style="text-align: center;"><b>How and When Is Instruction Delivered</b></p> <ul style="list-style-type: none"> <li>• Instruction for this group is provided by certificated teachers.</li> <li>• Many of these skills can and should be taught during the ELA/ELD lessons. The strategy of emphasizing the articulation of speech sounds in reading instruction is beneficial for all students, especially ELs and SELs</li> </ul>
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<ul style="list-style-type: none"> <li>Students' spelling errors are consistent with his or her oral articulation.</li> </ul>	<p>pronouns and other forms that require practice.</p> <ul style="list-style-type: none"> <li>Encourage the correct use of vocabulary by modeling, prompting, recasting or explicit correction.</li> <li>Provide activities combining and decombining sentences to build sensitivity and understanding of syntax.</li> <li>Use sentence stems to support the use of more complex language.</li> </ul>	<ul style="list-style-type: none"> <li>SELs may also be grouped for <b>designated ELD</b> focused on their unique needs. This would happen at the same time that ELs are regrouped.</li> </ul>
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### A TYPICAL DAY AT THE WATTS LEARNING CENTER

A typical day at the Watts Learning Center begins at 7AM when **Early Bird** students arrive and begin working with their teachers who provide intervention to some and enrichment to others. At 8:00 am, students are in their classrooms and a day of rigorous learning begins. In every classroom, there are CCSS aligned instructional resources for every student, student work is posted on bulletin boards, projects on display, and a computer for every student. In a fourth-grade classroom, the teacher guides students through the steps of solving problems involving fractions. The session began with a brief review of the "Do Now" that students completed during the first five minutes of the class. The teacher connects this review and previous work with the day's objective, explaining why the objective is important and relating it to an everyday task of reducing a recipe for a cake that would normally serve 24 to one that will serve 16. The procedures are presented step by step using bar modeling, drawings, and a projection of a measuring cup to bring a level of concreteness to the lesson. The teacher frequently checks for understanding by having students write their responses on whiteboards. At other times equity sticks (student names written on sticks) are used to check individual understanding. Students respond in complete sentences. The teacher supports ELs by giving sentence stems and prompts. The teacher often asks students to explain an answer. After most students appear to be firm in their responses and able to self-talk through the steps, the teacher breaks the class into small groups and continues to work with those having difficulty, while others work independently, and a teaching assistant monitors and supports others. At the end of the class, students review verbalize (supports procedural self-talk) what they have learned and the steps or procedures. The teacher provides stems and questions for this step. Students write their summaries in their notebooks. In every classroom, a visitor sees

- ✓ Instruction based on the CA CCSS
- ✓ The concrete, representational, abstract (CRA) sequence used to develop concepts and skills and procedures.
- ✓ Intentional teaching of academic and domain vocabulary
- ✓ High engagement—students attending, discussing, able to ask and answer questions
- ✓ Frequent checks for understanding
- ✓ Students able to explain and apply what they know

In ELA classes, throughout the school if students are reading literature, the discussion is focused on the elements of fiction or the story grammar. Discussions are centered around (1) what the character(s) want (motivation), (2) problems and conflicts encountered by the characters, (3) how the character changes over the course of the story, and (4) what characters say, feel, think, and do that help the reader to understand his or her motivation. During a rereading, students use these same focus questions to take notes, highlight the text that supports inferences or conclusions. Students may draw pictures to represent the major episodes in the story. Depending on the grade level, this is done during a third read often independently. To develop the formal story structure, students use their pictures, the text, or their notes to retell the story in their own words. The teacher uses oral and or written stems to support ELs in this step. Standard English learners also benefit from this approach because it helps to develop

the internal voice needed for writing and other processes. The students may also write a retelling, or summarize the story. The **Journeys** program also provides many opportunities for constructed responses. A visitor will also see the following in ELA/ELD classes.

- ✓ Students posing text based questions about informational text.
- ✓ Students stopping to read, discuss and explain how graphs, tables, pictures/illustrations, captions, glossed words, italicized words, etc. support the running text. Students explain why the writer used the feature.
- ✓ Students answering questions posed by their teacher and classmates and supporting their answers by referring to page(s) and paragraph(s) in the text.
- ✓ Students rereading parts of texts multiple times to gain understanding of the concepts and ideas.
- ✓ Students highlighting, taking notes related to text based questions and inferences.
- ✓ Students identifying the claim in an expository/informative text and how the writer supported the claim
- ✓ Students identifying the key ideas and the details based on text structure—cause and effect, description/ listing, temporal and procedural sequence, problem, causes and solutions, etc.
- ✓ Students using computers to do research for a project or for writing.
- ✓ Students reading independently from a book or online.
- ✓ Students playing online games or playing a game with other students in the classroom.

During mid-morning recess and after lunch, students are playing happily and cooperatively. They are supervised by teaching assistants and playground aides.

At the end of the school day, after PE, science, and social studies lessons, students are given homework assignments and dismissed and eager to share their successful day with their parents.

### *References*

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Payne, Ruby K. A Framework for Understanding Poverty. *Highlands, TX: aha! Process, Inc., 2005. Document.*



## Element 2: Measurable Pupil Outcomes and

### Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

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

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

#### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

*Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.*

#### **STANDARDIZED TESTING**

*Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.*

#### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Measurable goals of the Educational program are found in the LCFF table in Element 1. Goals incorporate all 8 state priorities and include expected formative and summative assessments measures.

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

Please refer to the LCFF table in Element 1

#### **PERFORMANCE TARGETS ALIGNED TO STATE PRIORITIES**

Please refer to the LCFF table in Element 1.

#### **OTHER PERFORMANCE TARGETS**

All other performance Targets are found in the LCFF table in Element 1

#### **METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

At the beginning of each school year, all students are administered reading fluency, writing baseline assessments, and math assessments, and the NWEA MAP assessment of ELA and math skills. All grades use the first benchmark

tests for DIBELS during the first 2 to 3 weeks of school. Kindergarten may delay this for 3 – 4 weeks for some students who have not had pre-school experiences or appear not to have relevant skills. Teachers also administer 1 minute reading fluency tests which assess how well students who in SBAC bands 1, and 2, “standard not met” and “standard nearly met” can handle core text and what level of support they may need if they cannot read the grade level texts at an instructional level—90 to 95% accuracy. Fluency rubrics are used to describe the quality of students’ oral reading. All Kindergarten students are assessed on many readiness skills—ELA, Math, social skills, and DIBELS first benchmark assessment for kindergarten. **These are some of the screening assessments used to identify students who may be at risk of failure.** This allows teachers to plan appropriate intervention and remediation—especially for those students who have not been continuously enrolled at **WLC** from kindergarten.

The NWEA MAP assessment, given in the fall, winter, and spring, is a primary tool used to monitor students’ progress. The MAP reports help teachers to focus instruction for the class, individuals and small groups. The percentile and RIT score, a type of scale score, have been aligned to the CCSS. We have determined that students need to score above the 60<sup>th</sup>ile to 65<sup>th</sup>ile to have a scale score meeting or exceeding standard.

**The administrative team, Executive Director, Director, and instructional coordinator has the responsibility of directing and monitoring the assessment plan.** The Director and coordinator meet with grade levels on a regular basis to review students’ work and to evaluate their progress on benchmark assessments. The staff **continuously monitors** students’ progress through weekly and bi--weekly assessments and evaluations of students’ work. Teacher-made assessments, rubrics, benchmark tests, teachers’ observations, checklists, and anecdotal records are used to determine whether students are making adequate progress toward mastering **our measurable standards-based objectives**. Benchmarks indicate the interim steps students have achieved in mastering standards and goals. They, therefore, serve as a gauge to monitor students’ progress and determine if they are making sufficient progress towards attaining annual goals.

During at least one meeting each year, parents, teachers, and students participate in student-led conferences where each child shares the progress he or she has made towards mastery of the standards.

The following chart gives an overview of the types of assessments regularly used by the school.

#### SITE-BASED ASSESSMENTS

Assessment	Description	Rationale	Frequency
<b>Screening Assessments</b> <ul style="list-style-type: none"> <li>NWEA MAP</li> <li>DIBELS NEXT</li> <li>Phonics Survey</li> <li>CBM ORF –Using grade level texts</li> <li>Adopted Singapore Math Program Assessments</li> <li><b>Journeys</b> ELA diagnostic assessments for each grade</li> </ul>	<ul style="list-style-type: none"> <li><b>NWEA Map</b> assesses students’ performance on CA CSSS in reading math. Tests are adaptive, administered in the fall, winter and spring. Reports include %ile, a RIT score.</li> <li><b>DIBELS</b> norm referenced assessment used in identifying children’s levels of risk in acquiring basic early literacy skills.</li> <li>Students in grades 2 and above are given oral DIBELS ORF benchmark assessments.</li> <li>Additional assessments are done, if students are at risk. This may include a phonics survey <b>to</b> determine specific weaknesses in phonological awareness, decoding ad spelling, automaticity with high frequency words, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The results from screening assessments are useful in making decision about the kind of early support and intervention a student may require to prevent later or continued failure. These assessments are used to determine the proficiency of individual students or groups of students on a specific standard or prerequisite skill.</li> <li>Teachers use the information gained from assessments to provide focused instruction RTI to individuals, to form small groups, and to plan pacing</li> </ul>	<ul style="list-style-type: none"> <li>Fall first 3 weeks of school.</li> </ul>

<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Journeys Benchmark and Unit Assessments</li> <li>NWEA Skills Navigator</li> <li>SBAC Interim Block.</li> <li>Math lesson and unit assessments</li> <li>Teacher or staff created quizzes.</li> <li>Curriculum Embedded assessments (students work)</li> <li>Checklists</li> <li>Observed responses, &amp; behaviors</li> <li>Homework</li> <li>Portfolios student work</li> </ul>	<ul style="list-style-type: none"> <li>Assesses students' development, of concepts, skills, knowledge, and application, of standards based objectives.</li> <li>The SBAC block assessments are used to take a closer at look how students are performing on specific claims.</li> <li>Writing samples are used to document student improvement in writing and kept in portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>These assessments are critical because they help the teacher to monitor and adjust instruction from day to day for various individuals—pacing, steps, practice, complexity, etc.</li> <li>Teachers use the results of the assessments for common planning</li> </ul>	<ul style="list-style-type: none"> <li>For key standards-based objectives, weekly or bi-weekly depending on the lesson cycle.</li> <li>More frequently depending upon the skill and the students.</li> </ul>
<b>Progress Monitoring &amp; Benchmarks Language Arts, Math, Science</b> <ul style="list-style-type: none"> <li>NWEA MAP</li> <li>NWEA Skills Navigator</li> <li>DIBELS</li> <li>SBAC Interim summative assessments</li> <li>Unit tests reading, math, and science.</li> <li>Teacher or staff created assessments</li> <li>Measuring Up – ELA, Math, Science</li> <li>Writing Portfolios</li> </ul> <b>Authentic Assessments</b> <ul style="list-style-type: none"> <li><b>Writing Tasks</b> in all content areas, including research reports and identified writing forms for each grade level.</li> <li>Journeys or other Performance assessments</li> <li><b>Projects</b> using multiple media and modalities—related to content areas.</li> </ul>	<ul style="list-style-type: none"> <li>NWEA MAP measures students' growth on CA CCSS in reading and math.</li> <li><b>Periodic assessments for all students</b>, the domains and strands of the standards are assessed at the end of each <b>major set of lessons</b> (every six to eight weeks) to ensure all students are progressing as expected and to provide feedback on the effectiveness of instruction.</li> <li>DIBELS Progress ORF grades 2 --5 &amp; DAZE Progress Grades-- 3 -5</li> <li><b>Authentic assessments are scored by rubrics</b> that describe levels of performance of the task. <b>WLC</b> teachers collaborate on the development of rubrics. Some are holistic and others are analytical.</li> </ul>	<ul style="list-style-type: none"> <li>These assessments help to answer questions about student progress or growth. (1) Who is meeting or exceeding standards? (2) what percentage of students did not meet standard, and (3) What percentage of students showed progress in reading? Math? (4) Which students need additional instructional support and in what areas?</li> </ul>	<ul style="list-style-type: none"> <li>Progress monitoring Weekly or bi-monthly depending on students' RTI level, using the NWEA Skills Navigator.</li> <li>Program based tests follow lesson cycles.</li> <li>Benchmarks--Every 6 to 8 Weeks.</li> </ul>

Goals for consistent, school-wide implementation related to assessment practices include: (1) The use of the results of MAP to form small groups for RTI and for enrichment. (2) Use of program based pretesting and surveys before beginning a unit or series of related lessons, so that effective decisions about pacing, grouping, scaffolding, and differentiation are made; (3) The regular robust use of the **NWEA Skills Navigator** to check more frequently on students' growth.

## Data Analysis and Reporting

We ask a series of questions that will help us to interpret and understand what the data is telling us about our students' performance. Examples are included in the chart below for the assessments most used. NWEA MAP assessments provide multiple reports that are used to look at students' performance, individually, by class, by grade level, and school wide. A growth report is provided for each student along with objectives.

Questions About NWEA MAP	How the Answers Inform Instruction, Curriculum, etc.
<ul style="list-style-type: none"> <li>Which groups have met or exceeded growth targets?</li> <li>Which groups did not meet or exceed growth targets?</li> <li>What number and percentage of students had negative growth?</li> <li>For these groups, what accounts for the differences in growth in this strand?</li> <li>Which students need intervention?</li> <li>Which Students need enrichment?</li> <li>What percentage of students in grades 3 – 5 are performing at or above the 61<sup>st</sup>ile</li> </ul>	<p>The NWEA MAP reports give us detailed data for the school by grade level and is also disaggregated by groups. In addition, we can look closely at each teacher's class and each student's achievement in each class. Additional questions are also posed</p> <p>The regular use of the <b>NWEA Skills Navigator</b> allows us to make frequent checks on how students are progressing on their goals. If students or groups are not progressing, we look at the delivery of daily instruction.</p> <ul style="list-style-type: none"> <li>To what extent is intervention for groups and individuals being implemented with fidelity—occurring daily, focused on identified goals?</li> <li>To what extent do instructional strategies need to be modified to increase and accelerate learning?</li> <li>What support, if any, do teachers need to improve instruction? Knowledge, skills, practices?</li> </ul>

Questions DIBELS Progress & Benchmark Monitoring	How the Answers Inform Instruction, Curriculum, etc.
<ul style="list-style-type: none"> <li>How many and what percentage of our students are high risk? Moderate, low risk?</li> <li>What percentage of grade ____ students read with a fluency rate at the 50<sup>th</sup> or higher?</li> <li>What additional assessments explain why students are dysfluent?</li> </ul>	Because independent reading with excellent comprehension is a primary goal, DIBELS progress and benchmark continue to be important to assessing the impact of reading instruction on achievement. These assessments allow the teacher to look more closely at how each student is performing. However, the results must guide the teacher in determining whether there needs to be a closer look at underlying foundational skills. Students will improve when gaps in foundational (phonemic awareness, phonics, syllabication, etc) skills are improved.

Program Benchmarks	How the Answers Inform Instruction, Curriculum, etc.
<ul style="list-style-type: none"> <li>To what extent does student performance on program benchmarks align with performance on NWEA MAP assessments?</li> </ul>	Students' performance on adopted program benchmarks should to a great degree be predictive of how they perform on NWEA, and SBAC assessments. These assessments along with lesson assessments, homework assignments are used to determine students' grade. However, more students are receiving grades approaching and at standard while their performance on NWEA and SBAC is lower or sometimes even higher. Teachers need to look more closely at grading and if certain assignments like homework, or classwork participation may be inflating grades for some while deflating grades for others.
SBAC Interim and Block Assessments	How the Answers Inform Instruction, Curriculum, etc.
<ul style="list-style-type: none"> <li>What percentage of students at each grade level and by disaggregated groups are performing at levels 1, 2, 3, or 4?</li> <li>How many students were within 10 scale points of the band above the range in which they scored?</li> <li>On which claim(s) are students performing best? (by Grade, level, groups)</li> <li>On which claim(s) are students performing the lowest? (by Grade, level groups)</li> <li>To what extent does NWEA MAP performance predict performance on SBAC?</li> </ul>	<p>These assessments tell us if we are moving in the right direction and how far away we are from meeting our goals.</p> <p>The <b>block assessments</b> give us more specific information on how students in grades 3 – 5 are performing on specific skills for a claim or group of related standards.</p>

We are increasingly focused on using data effectively to inform our instructional practice. Our greatest challenge is in helping teachers to plan, organize, and deliver instruction focused on students' needs as identified by the assessments. However, teachers still need to have a sensitivity to the need to observe students closely to gain additional insight in to how best to adjust instruction. Responsive teaching is extremely important. As we deepen our understanding of the role of socio-economic conditions on learning, we expect to increase all students' achievement by using strategies that will positively impact their achievement. This data is shared with the ELAC/SSC, and Board meetings by teachers, the Director and the Executive Director.

## GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

### GRADING POLICY

Reporting student progress is a continuous process, with teachers communicating with students and their families. Formal reporting is done three times per year. The reporting system gauges the progress of each student in meeting the standards for each grade, which are based upon the California State standards. Progress is reported using the following four-point metric:

<b>4</b>	Above Standard Test score of 93%-100%	Consistently does high quality work meets or exceeds the standard; has a strong knowledge and understanding of the standards. Uses a wide range and variety of books, tools, and materials. Demonstrates originality, initiative, and independence. Uses a well-developed vocabulary.
<b>3</b>	At Standard Test Score of 80%--92%	Regularly meets standards by exhibiting these behaviors: Is thorough and accurate in explaining and applying knowledge. Has knowledge and understanding of the subject areas standards. Can draw information from a variety of sources. Can utilize problem-solving skills. Has good working vocabulary in subject area.

<b>2</b>	Approaching Standard Test Score of 79%--65%	Developing thoroughness and accuracy. Has a developing knowledge of the standard. Is developing independence, but requires some teacher guidance. Uses an adequate vocabulary.
<b>1</b>	Below Standard less Test Score of 64% or less	More time, practice, effort is needed to meet subject standard. Frequently requires assistance.

- Progress reports occur every 6 weeks. These reports list assignments and the overall performance for each subject. Assignments include homework, classwork, weekly assessments, citizenship and behavior.
- Standards/based report cards are issued every 11 weeks—3 times yearly. Grades are included for all core and non-core subjects. Parent conferences are held during the first and second reporting periods. One of the conferences also included a ***student led conference*** where the student shows his or her classwork and explains what s/he has learned.

#### **PROMOTION/RETENTION POLICY AND PROCEDURES**

1. Any student recommended for retention must have had an SST if the student is not making adequate progress on various assessments, including classwork. It is our policy to address these needs early in the school year. Parents are part of the SST process. A plan for intervention based on student need is created and interventions are provided over time.
2. A parent receives an official notification of the possibility of retention during the first reporting period during the parent conference. The report card includes interventions and supports provided during the grading period. The parent must sign the report card that they were notified about the possibility of retention.
3. If the student continues to fail to make adequate progress, the second report card will also indicate that the student is likely to be retained. The parent is again asked to sign this notification.
4. Parents are also encouraged to address concerns they have about promoting their child. These concerns will be addressed by the teacher, administrator and if needed an SST will be held.
5. Parents are notified on or before by April 30<sup>th</sup> of each school year as to whether the student will be retained based continual below grade level standard performance.
- ~~6.~~ *Parents have a right to appeal a retention or promotion. A parent can submit a written appeal within 15 days of the notice to the teacher and the Director. The final decision is made in collaboration with the teacher, parent and Director prior to the issuance of the final report card. If a consensus cannot be reached, the Director makes the final decision.*

The education code gives the school full authority to retain or promote students based on their criteria.

## Element 4: Governance

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

### **GENERAL PROVISIONS**

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

*Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.*

*Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.*

*The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).*

### **LEGAL AND POLICY COMPLIANCE**

*Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.*

*Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.*

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at arm’s length

*Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.*

### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

*Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.*

*Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.*

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

### **RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

### **NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

### **STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

### **PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in

*the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.*

## **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

## **Governing Board Composition and Member Selection**

It is important for board members to have a shared vision and an unwavering support for and a passionate commitment to the school's mission. Importantly board members must have knowledge of board responsibilities and understand that the board must be accessible and it is there to address strategic issues and make policies that are supportive of the success of the Watts Learning Center both academically and fiscally. WLC's Board of Directors sets the school's agenda and then makes certain that the school operates in a programmatically and fiscally responsible manner to make the vision for the school a reality. To create a high-achieving school the Board assembled members with certain skills to meet policy area needs and insights. It is believed that effective governmental relations expertise is essential in navigating the overarching political environment of the WLC. It is also important for the WLC to have on its board expertise in school regulations, and curriculum design and school management.

Some board members were previously teachers. There are also Board Members who have expertise in law, school finance and philanthropy, community activism, counseling and mental health, and banking. All are committed, long-time advocates for better educational opportunities for inner-city children from low-income families.

## **CURRENT BOARD MEMBERS**

The Watts Learning Center Foundation, Inc. Board of Directors, hereinafter referred to as the WLC Board, has regularly scheduled meetings every other month or bi-monthly and currently includes the following seven (7) voting members and areas of expertise:

Mr. Eugene L. Fisher  
Watts Learning Center CEO  
Board President  
Email: [efisher@wattslc.org](mailto:efisher@wattslc.org)  
Phone: 323-754-9900  
Government Relations Consultant  
Lobbyist, Local/State/Federal

Eugene L. Fisher – Co-Founder of the Watts Learning Center Schools which were established to provide a quality public education for children from inner-city low-income families. Mr. Fisher is uniquely qualified to influence public policy by strategically and effectively navigating bureaucratic systems and legislative bodies. He served as the Senior Vice President of Medicine for Humanity where he organized efforts to establish the prevention, patient care and treatment of cervical cancer for underserved women in Africa by arranging and coordinating international meetings and seminars for surgeons from the U.S. As Intergovernmental Affairs Officer of the South Coast Air Quality Management District. In that position, he led efforts to pass legislation that substantially



increased fines for industrial pollution violations, strengthened agency authority and successfully lobbied for the federal Clean Air Act, motor vehicle emission control and stronger stationary industrial emissions regulations.

Dr. Owen Knox

LAUSD Superintendent (Retired)

Board Member

Email: [oknox@wattslc.org](mailto:oknox@wattslc.org)

Phone: 323-754-9900

Owen Knox, Ed.D – Extensive educational experience in the Los Angeles Unified School District. Dr. Knox has taught graduate level courses in Policy and Planning and Administration of Urban Schools at the University of California, Los Angeles. He served as the Assistant Superintendent, Personnel Division of the Los Angeles Unified School District where he was responsible for the development and implementation of revised policies and procedures for the selection of school administrators and supervisors. Dr. Knox served as the Assistant Superintendent in the Office of the Deputy Superintendent. In that position, he designed and supervised job analyses of all school site administrative positions to determine the dimensions of administrative behavior which predicts success in school management. He also designed a development procedure utilizing the Assessment Center profile to provide training and development of both new and experienced administrators. Dr. Knox served as Superintendent for the Los Angeles Unified School District in areas 9, 3, E and K where he was responsible for the management and administration of several elementary, secondary, and continuation schools.

Dr. Darell Schregardus

Psychologist (Retired)

Board Member

Email: [dschregardus@wattslc.org](mailto:dschregardus@wattslc.org)

Phone: 323-754-9900

Darrell Schregardus, Ph.D. – Dr. Schregardus is a Licensed Marriage, Family and Child Counselor. He has served as a trustee to the New Brunswick Theological Seminary. He volunteered to assist two community leaders in the formation of the African-American Support Group for Greater Holland and helped foster the development of Learning Enhancement and Achievement Program (LEAP) for middle school students which provided after school tutoring. Dr. Schregardus has served on the Board of Directors for Partners Fore Investment Company a real estate investment LLC. He has provided counseling for Yolo County Mental Health Services as well as taught psychology courses for Consumnes River College in Sacramento, CA. At Hope College in Holland, MI, Dr. Schregardus was the Assistant Dean for Health and Counseling, Director of the Counseling Center, and Assistant to the Vice-President for Student Development. He worked with multiple students and groups, connected health center and counseling efforts, and implemented emergency interventions and critical incident debriefing for students, faculty and staff.

Mr. David Mora

Small Business Banker

Board Member

Email: [dmora@wattslc.org](mailto:dmora@wattslc.org)

Phone: 323-754-9900

David Mora – Vice President and Senior Relationship Manager for Chase Business Banking Division, Los Angeles. Mr. Mora is responsible for the acquisition and servicing relationships with companies with annual revenues of \$5MM to \$50MM. He manages credit and deposit portfolios for over 40 banking relationships. He procured business opportunities through referrals from existing clients and centers of influence. His efforts resulted in performing in the top 10% in the expansion market. Mr. Mora has managed relationships with local economic development related non-profits for business development. Mr. Mora was also the Vice President-Senior Relationship Manager at Wachovia-Wells Fargo Business Banking Division, Los Angeles. While there he focused

on depository accounts over \$150,000 and loans exceeding \$500,000. He utilized a consultative sales approach to create value-added solutions for prospects and clients. As Director- Minority Business Opportunity Center (LA MBOC) for the City of Los Angeles Mayor's Office, he was awarded "Best Performing Program" by the U. S. Department of Commerce in 2007. Mr. Mora advised the Mayor and City Council on City-wide Minority Business Enterprise and Small Business Financing and Contracting Policies. He raised over \$450M in private sector funds to promote LA MBOC program activities. He successfully structured financing for real estate development projects with financial gaps.

Mr. Justin H. Sanders

Attorney

Board Member

Email: [jsanders@wattslc.org](mailto:jsanders@wattslc.org)

Phone: 323-754-9900

Justin Sanders, J.D. – Mr. Sanders is a partner at the law firm of Sanders Roberts LLP. He is a litigation partner that emphasizes complex litigation and criminal defense. He represents individual and corporate clients in all aspects of litigation, including trial, appeal and alternative dispute resolution. At the law firm of Sidley Austin LLP, Mr. Sanders was a Business Litigation Associate. He represented corporate clients in all aspects of litigation, including mediation and arbitration. He represented clients before the commissioner of Insurance of the State of California. As a Deputy City Attorney, Mr. Sanders managed the selection and oversight of the City of Los Angeles' outside legal counsel. He oversaw the City of Los Angeles' high-profile legal matters, including Fair Labor Standards Act litigation, environmental litigation and police employment litigation. Mr. Sanders was also a Business Litigation Associate at the firm of Sheppard, Mullin, Richter & Hampton, LLP. While here, he was a member of the litigation team with an emphasis on white collar and regulatory defense practices. He represented clients in all aspects of governmental investigations, including representation before the Department of Justice, federal and state grand juries and in trial. He second chaired trial in a securities and fraud case. He prepared direct and cross examinations and opening and closing arguments.

Mr. Rao Yalamanchili

Company President

Board Member

Email: [ryalamanchili@wattslc.org](mailto:ryalamanchili@wattslc.org)

Phone: 323-754-9900

Rao Yalamanchili - Mr. Yalamanchili has over 30 years of real estate experience and is currently the Founder, Director and President of Positive Investments, Inc. a California Corporation. His firm is a proven leader in real estate investment and property management by acquiring and disposing properties achieving above average returns. Mr. Yalamanchili leads Positive Investments and is responsible for oversight and management of a portfolio currently encompassing multi-family single family homes, office, retail, warehouse, as well as limited and full-service hotels with the majority based in Southern California. In addition to operating a successful real estate investment company, Mr. Yalamanchili worked in the South Coast Air Quality Management Division where he was responsible for evaluating the effectiveness of Air Pollution Control Programs and was involved in planning to implement new Air Pollution controls.

Dr. Tyrone Howard

Professor, UCLA

Board Member

Email: [thoward@wattslc.org](mailto:thoward@wattslc.org)

Phone: 323-754-9900

Tyrone Howard, Ph.D. – Graduate Professor at the University of California, Los Angeles (UCLA). He specializes in K-12 teacher education in urban communities. He was an elementary school instructor in Compton, CA. His background includes working in the GEAR UP program in Seattle, WA. Dr. Howard has been Assistant/Associate Professor at Ohio State University and UCLA. He also the founder and Executive Director of the Black Male Institute at UCLA. The Black Male Institute conducts reliable research on practical interventions and effective programs that enrich the educational experiences and life chances of Black males in the United State. Dr. Howard has published many books that emphasize the role of race, social class and culture on teaching and learning.

All board members are volunteers and receive no monetary compensation for their work with the school. Our bylaws allow us to expand to 15 board members.

### **LENGTH/ROTATION OF SERVICE TERMS**

The board members have no term limits and officers may hold office until he or she resigns, is removed, or is otherwise disqualified to serve, or until his or her successor is elected and qualified, whichever occurs first. Article 4, Section 2 of the Watts Learning Center Foundation, Inc. Bylaws

### **PROCESS AND POTENTIAL CONSIDERATIONS FOR DETERMINING A NEED TO SELECT/ADD BOARD MEMBER**

The Board determines areas of need for augmentation of the Board consistent with its bylaws.

### **SELECTION OF BOARD MEMBERS**

The Board Development Committee is not a standing committee but is a committee that is formed ad hoc. This committee is formed based on Article 5, Section 3 of the Watts Learning Center Foundation, Inc. Bylaws. When formed, it is composed of board members and will also include school staff, parents or community members. The committee recommends prospective board member to the Watts Learning Center Foundation, Inc., Board of Directors (WLC Board). The candidate receiving the highest number of votes up to the number of directors to be elected shall be elected. The following steps apply when the Board Development Committee is active.

The WLC Board forwards the names of qualified individuals to the Board Development Committee. Any interested persons may also contact the Board Development Committee and submit their name and resume for consideration. Board members are selected on the basis of their demonstrated commitment to provide a quality education for children from low income families in South Los Angeles, their area of expertise, and their willingness to abide by the Board Member Profile Agreement. The Board Development Committee chair or designee meets with the nominee to complete the Board of Directors Member Application Form and review the Prospective Board Member Profile Agreement.

### **PROSPECTIVE BOARD MEMBER AGREEMENT**

Watts Learning Center Board of Directors shall be fully committed to the charter school concept. The purpose of the Board of Directors is to direct, not manage, the school. Board members shall be able to carry out the Watts Learning Center (WLC) Charter Elementary School vision, foster relationships with staff and the school community, and oversee the budget.

Qualifications:

- Agree with the principle that our society has a foundation of knowledge upon which subsequent learning is built.
- Understand the curriculum used at WLC
- Be in agreement with the educational philosophy, discipline policy and administrative structure of our school.
- Read, understand, and comply with the Brown Act.
- Show support and encouragement for that vital aspect of our “Charter School.
- Prior board experience is helpful, but not required.
- A high value for professionalism and the success of the Charter School is mandatory.
- Motivation for serving on the board shall be to help guarantee the educational success of students.

- Involvement, or interest, in improving the quality of life for people of South L.A. and Watts both through the education of children and the overall health and welfare of the community.

## **REQUIREMENTS OF ALL WLC BOARD MEMBERS**

- All WLC Board members are required to attend an annual board planning retreat during which the goals of the Board are defined, a board self-evaluation is critiqued, speakers present information on effective board leadership, the board reviews and works on the schools' strategic plan, and other pertinent topics are discussed.
- WLC Board members will also receive training on: (1) Strategic Planning, (2) The Brown Act, (3) Budget Development and general accounting practices (4) State and District mandates.
- The WLC Board members will annually attend a Board Visit Day. During this time, directors will visit classrooms, talk with the staff and become familiar with current school concerns.
- The WLC Board will conduct an annual self-evaluation. This will help clarify goals to accomplish for the next year.
- WLC Board members shall fulfill their responsibilities on the board, board committees or subcommittees to their fullest capability.
- All WLC Board members should be the best public relations representatives the school has.

## **BOARD MEMBER CONTRACT**

All Board members are asked to sign a WLC Board Member Contract that stipulates their commitment to upholding the following:

I, \_\_\_\_\_, understand that as a member of the Board of Directors of Watts Learning Foundation, Inc, I have an ethical, fiduciary and legal responsibility to ensure that the organization works diligently towards its stated mission goals. Further, I agree to fully support the purpose and mission of the organization and will act responsibly and prudently as its steward.

## **BEHAVIORAL EXPECTATIONS**

- Expectations include a professional demeanor at all board meetings. Issues being discussed shall not be personalized and/or directed toward any other board member, staff member, parent or anyone else. Confidentiality is expected in all situations.
- WLC Board members shall respect and listen to ideas being presented by other board members.
- WLC Board members fulfilling their responsibilities to their fullest potential shall be encouraged by each of the directors.
- When receiving criticisms from parents or other interested parties about staff or other board members, the board member shall direct the speaker to the board member/staff member whom the situation involves. WLC Board members will never speak negatively about staff or other WLC Board members to the school community, or parties outside the school community.
- Conflicts shall be resolved with the people with which it was created. WLC Board members will commit to resolving conflict directly with each other or with the appropriate staff member and not share the conflict with anyone outside of the conflict, including, but not limited to other parents, other staff members or the media.
- WLC Board members shall exemplify integrity, honesty and respect. Dedication and commitment to the vision of our school and the charter school movement shall be top priority for any board member. Any WLC Board member finding himself or herself involved in an irresolvable conflict shall put the vision of the school first and step down from the board.
- Board members shall abide by] requirements of the California Brown Act, Cal. Gov. Code sections 54950--54963. The open meetings law requires public agency conduct its business in meetings that are open to the public which it serves. Board Members discussing board business, policy, actions, resolutions, etc. with anyone else on the board, except at regularly scheduled meetings, is illegal. "Meeting" with another board member is defined as communication through person, telephone, or any other means. Personnel matters, individual students, and negotiations are confidential under this law.

- Board members missing more than two consecutive board meetings without prior approval for their absence from at least two other board members shall be relieved of their board involvement immediately.

While at the school, WLC Board members shall be mindful of the different roles they play: ~~parent~~, volunteer, Board member, etc. A board member will not use his/her position of authority while acting in his/her ~~parent~~ or volunteer role. Board members shall foster good relationships with the Directors and staff on a personal level. With humility, each Board member will serve the best interests of the school.

## BOARD DUTIES

The Governing Board will be responsible for the operation, legal and fiscal affairs of the school, including but not limited to:

- Providing governance and establishing the general policies of the Watts Learning Center.
- Approval of the annual school budget, calendar, salary schedules, major fundraising events, and grant writing;
- Approval of bylaws, resolutions, and policies and procedures of school operations
- Receiving government funds for the operation of Charter School in accordance with state and federal laws applicable to the Charter School.
- Soliciting and receiving grants and donations consistent with WLC's mission.
- Approval of all changes to the Charter School's charter to be submitted to LAUSD required in accordance with applicable LAUSD policies, and state and federal laws.
- Signing all legal documents
- Participation in student expulsion matters
- Long-term strategic planning for the school
- Participation as necessary in dispute resolution
- Monitoring overall student performance
- Hiring and firing the position of the Executive Director and School Directors, as necessary
- Reviews the Executive Director's performance annually and establishes the salary.
- Approves WLC's personnel policies and monitoring their implementation.
- Approval of hiring and firing of staff
- Ensuring the fiscal health of the WLC and monitoring the fiscal solvency of the schools
- Approves fiscal policies and procedures
- Approves salary raises and schedules, benefit packages, creation of new positions
- Approves employment agreements for classified and certificated full-time and part-time positions
- Approves the opening and closing of bank accounts and the list of authorized signers and the organization address on record.
- Approves all third-party loans.
- Approves the opening of business credit cards.
- Monitoring the financial statements and audits reports and reviews annual and monthly financial statements, including the monthly check register and the ExED-prepared financial dashboard and budget-to-actual variance analysis.
- Reviews and approves all non-budgeted single expenditures over (~~\$10,000~~ \$10,000.). The rationale follows:
  - ✓ Because their annual budget has increased, the governing board has empowered school leadership to make expenditure decisions for the good of the educational program.
  - ✓ When approving purchases of \$10K or less, the Executive Director must determine:
    - a. If the expenditure is budgeted
    - If funds are currently available for expenditures (i.e. cash flow)
    - If the expenditure is allowable under the appropriate revenue source

- If the expenditure is appropriate and consistent with the vision, approved charter school policies and procedures, and any related laws or applicable regulations
- If the price is competitive and prudent.
- All purchases over \$10,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
- ✓ The board retains ultimate responsibility by reviewing all expenditures via approval of the monthly check register.
- Commissions the annual financial audit by an independent third party auditor approved by the State of California.
- Approves the annual financial audit by December 15.
- Appoints someone else to perform the duties of the Executive Director in the case of absence.
- Speaking on behalf of the WLC

## **GOVERNING BOARD PROCEDURES AND OPERATIONS**

### **BOARD OPERATIONAL NORMS**

The WLC Board participates regularly in training regarding board governance (processes and procedures).

The WLC Board may initiate and carry out any program or activity that is consistent with its Charter and is not in conflict with or inconsistent with any federal or state statutes and policies. The WLC Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the school any of those duties. The WLC Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

To maintain active and effective control of the Watts Learning Center Charter School, the WLC Board of Directors meets every other month or bi-monthly meetings located at either the Elementary School or Middle School campus except, usually, during the summer months. Additional special meetings may be called as the need arises. These are meetings that may be called in accordance with Article 3, Section 8 of the WLC Foundation, Inc. Bylaws.

### **RULES OF ORDER**

The Governing Board adheres to the following rules of order in the conduct of its business and decision-making. All meetings of the Governing Board of WLC are held and conducted in accordance with the Brown Act.

#### **Regular Meetings**

Regular meetings of the Board shall be held consistent with the calendar for such meetings as established by the Board each year. If at any time any regular meeting falls on a holiday, (Federal, State or local), such regular meeting shall be held on the next business day.

#### **Special Meetings**

Special meetings called by the board will be held in accordance with the bylaws and Brown Act requirements.

#### **Notification of Meetings**

Not later than 72 hours prior to a regular meeting and not later than twenty-four (24) hours prior to a Special Meeting, the Board Secretary, Executive Director, School Director or designee shall provide notice of the time and place of the meeting. Typically, Board Meetings are scheduled on a rotating basis at either the Elementary or Middle School campus. The agenda shall be provided to all Board members and those persons or entities who have previously requested notice of such meetings. The Executive Administrative Assistants and WLC Board Secretary post the agendas of meetings at the Watts Learning Center Foundation, Inc schools' offices on the community bulletin board and on the schools' Websites. (Watts Learning Center and Watts Learning Center Charter Middle School). Each school employs an Executive Administrative Assistant who is equivalent to the office manager in a District school.

## **Meetings Open to the Public**

### **A. Open Session**

All meetings of the Board shall be open to the public and the press except Closed Sessions, as authorized by law.

### **B. Presentations to the Board/Agenda Items**

Any person may address the WLC Board concerning any item on the agenda and may, at the discretion of the Board, be granted five minutes to make a presentation to the WLC Board at the time the specific item is under discussion. The President of the WLC Board may grant additional time for an individual to address the Board if circumstances permit. The total time devoted to presentations to the Board on agenda items shall not exceed one-half hour unless additional time is granted by the Board. The President may curtail individual presentations if repetitive of points raised by others, particularly if it appears the total allotted time may be exceeded.

All presentations shall be heard by the Board prior to the formal discussion of the agenda topic by the Board and consideration of action.

### **C. Oral Communications**

Citizens may address the Board on any item not listed on the Board meeting agenda. Speakers will be limited to three (3) minutes. No more than a total of fifteen (15) minutes shall be devoted to all non-agenda items at a regular meeting. The President may disallow a request to address the Board if repetitive of other speakers, or if the speaker seeks to make a presentation that he or another speaker has made at a previous meeting, particularly if it appears that the total allotted time may be exceeded.

Citizens desiring Board action on an item are encouraged to seek placement of the issue on the Board agenda in accordance with policy rather than presenting the matter during "Oral Communications." This will facilitate discussion and expedite resolution.

### **D. Disturbance of Meetings**

Any person who willfully disturbs any Board meeting will be asked to leave immediately and may be guilty of a misdemeanor punishable by law.

### **E. Requests to Address the Board**

Prior to the beginning of the meeting, parents, students, teachers and or citizens seeking to address the Board on an item on the agenda or during time allocated for oral communications shall complete the card, "Request to Address the Board" (located in the Board Meeting Room), and give it to the Board President.

## **MINUTES OF BOARD MEETINGS**

The minutes of open session meetings of the Board shall record all motions, show the names of Board members making and seconding motions and state the vote upon the motion. The open session minutes shall also record all resolutions, the recommendations of the Executive Director, School Director or other Administration and the substance of the Board's discussion or the substance of statements pertinent to Board's business made by members of the staff or public. The minutes shall follow the order of the agenda.

Open session minutes shall be drafted by the board's secretary, a clerk who provides clerical services on a part time basis, and shall be submitted to the Board for approval at the next regularly scheduled public meeting. Draft minutes shall be provided for Board review no later than the date on which the agenda is posted. As an agenda item at regularly scheduled board meetings, the Board shall approve the open session minutes of the prior board meeting(s) after consideration and correction for accuracy by a majority vote of seated board members.

The open session minutes shall be approved by the Board, signed by the Secretary of the Board, subsequent to approval and submission to ExED for storage. Original minutes shall be bound in chronological order, by volume, by fiscal year and paginated consecutively.

The official minutes of the Board shall be kept in fireproof storage. The following documents shall be bound with the official minutes and referred to in the text of the minutes to which they apply:

- Original copies of all resolutions unless required by other agencies, in which case photocopies of the originals may be substituted;
- Original copy of all budget transfers;
- Copies of any document determined by the Board to be attached to the official minutes; and
- Other documents that in the opinion of the Board President or Secretary are necessary to fully substantiate or record Board of Directors action

## **QUORUM REQUIREMENTS**

A majority of the voting members of the WLC Board shall constitute a quorum of the Board which is necessary for the Board to transact business. All motions, in order to pass, need positive action by at least a quorum of the WLC Board. Should there be less than a quorum of the WLC Board present at any meeting, the meeting shall be adjourned.

The WLC Board has prepared a number of policies and procedures for the governance, management, and operations of Watts Learning Center's affairs, in particular its financial affairs. In addition to these policies, the WLC Board has prepared a set of by-laws for the organization that are submitted with this petition.. The bylaws contain provisions relevant to voting, decision making, elections, and term of office. Watts Learning Center will adhere to the District's policies regarding revisions to or amendments of the Charter School's bylaws. The Board has prepared policies and procedures in the following areas:

- Setting agenda items
- Policy approval
- Personnel, Fiscal, Governance Policy
- Field Trips
- Internal dispute resolution
- Check signing
- Conflict of Interest
- Budget Development
- Purchasing procedures
- Fundraising, Grant Solicitation, and Donation Recognition

These policies will continue to be reviewed and monitored by the governing Board and are subject to review during annual oversight by the District

## **ADMINISTRATIVE SERVICES**

WLC manages most administrative functions internally, including hiring, training, evaluating and terminating employees. WLC contracts with ExEd for financial management and payroll processing.

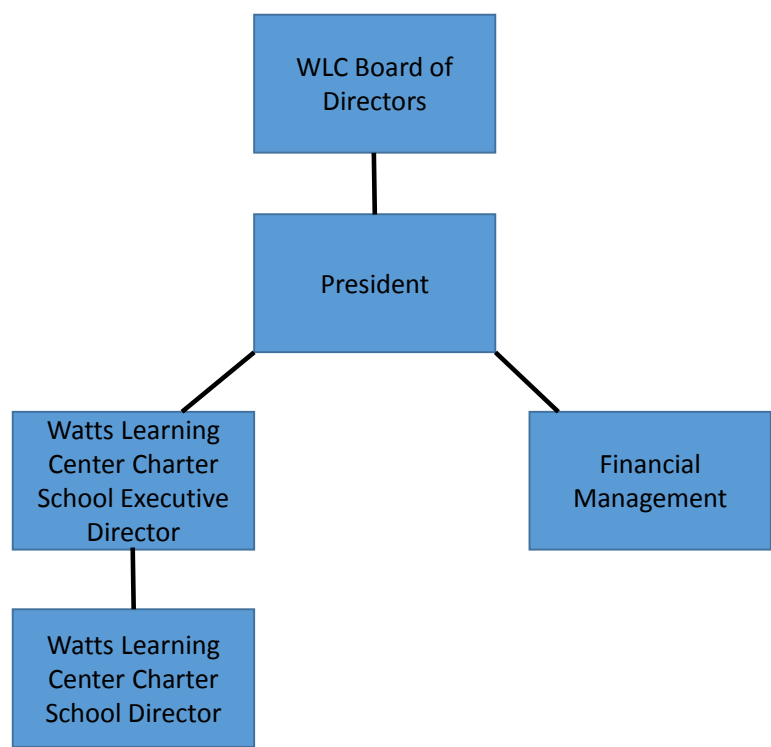
Day-to-day responsibility for managing personnel falls to the school's Director in collaboration with the Executive Director with advice and counsel from the WLC Board. The school's personnel policies are available for review in WLC's Personnel Handbook. When activated, the personnel committee consists of the Board President, WLC Board Secretary and the WLC Board Treasurer and others who may be selected from time to time to address specific issues or initiatives.

## **GOVERNANCE STRUCTURE**

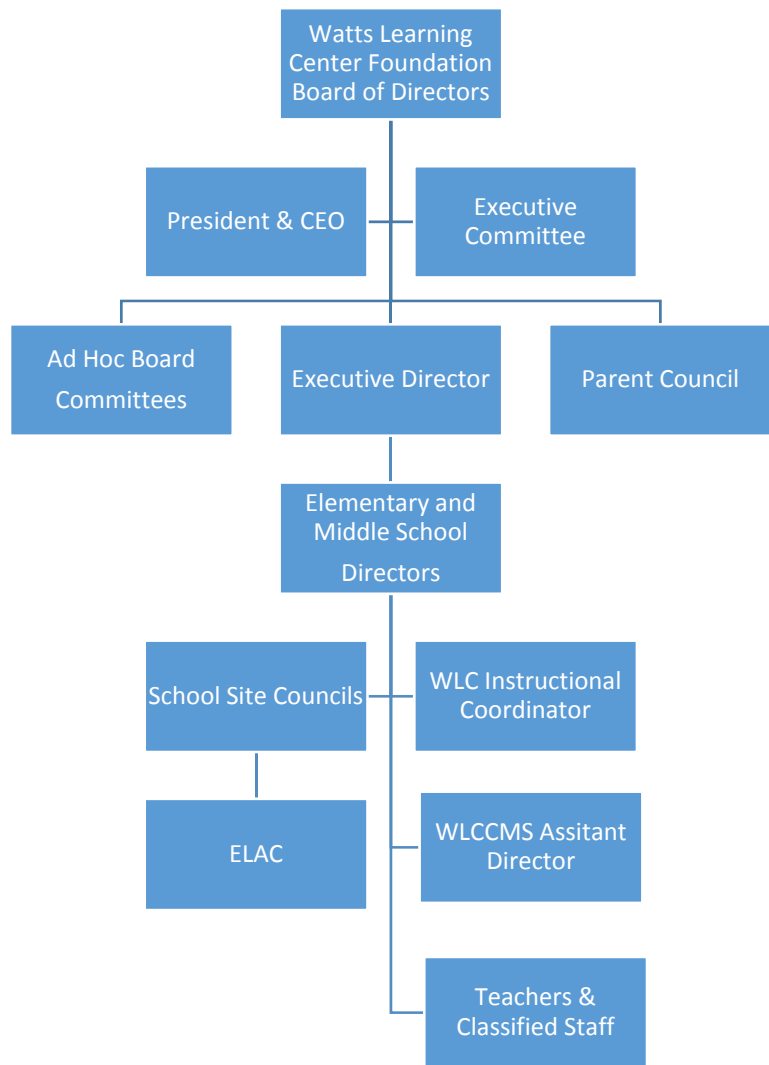


**ORGANIZATIONAL CHART SHOWING RELATIONSHIP OF THE BOARD OF DIRECTORS TO SCHOOL LEADERSHIP**

Below is Watts Learning Center’s Governance Chart and the organizational chart for WLC Charter School. The parent council is not represented on this chart as it is not a decision-making entity, rather it is advisory in nature and makes only recommendations to the Board of Directors, the Executive Director and the Director. (The parent council is not managerial in nature nor a decision-making body.) The charts below may be modified from time to time.



WATTS LEARNING CENTER CHARTER SCHOOL ORGANIZATIONAL CHART



The President is not an employee of the corporation.

DESCRIPTION OF MAJOR ROLES AND RESPONSIBILITIES WITHIN GOVERNANCE STRUCTURE

In order to preserve and advance the WLC vision to provide children and families with a World Class Education, the Board of Directors provides a governance structure, maintains fiduciary responsibility, approves and monitors the budget and all policies. The Board President signs all checks and makes all deposits. Financial management and recordkeeping is outsourced and reported directly to the Board President and Board of Directors. The Executive Director provides overall strategic guidance and direction to advance the WLC Board’s vision to provide children with a World Class Education. The Director serves as the site instructional leader, who is responsible for hiring and supervision of all staff, operations and oversight of the budget assigned to the school.

The Executive Director is hired by the Board of Directors and serves as a liaison between the Board of Directors, community, administrative team and universities and monitors the execution of board policy. The Executive Director works closely with the Director to carry out the vision and mission of the school. The Executive Director has a comprehensive knowledge of the management and operations of a public elementary school and is knowledgeable about current developments in education.

The Director is the instructional leader of the WLC Charter School. The Director's role is equivalent to that of the school principal in a District school. The primary responsibility of the Director is to effectively plan and implement the academic program. This person is knowledgeable about current research in education, strategic planning and program implementation and management and has the ability to relate well to students, parents, staff, the Board of Directors and the community at large.

## **STAKEHOLDER INVOLVEMENT**

Throughout the school year, monthly opportunities are scheduled and organized to engage and involve WLC stakeholders as partners for continuous improvement in effectively educating every child in accordance with the WLC vision and core values. In addition to parent and community surveys administered during the year, structured opportunities are organized to actively engage, involve and obtain input from our parents, students, staff and the community at-large throughout the year. Scheduled meetings include (1) the English Language Advisory Committee (ELAC) which is comprised of the parents of ELs, (2) the Parent Council – comprised of five parents. (3) School Site Council, composed of parents, and staff, (4) Community Collaboratorium meetings, and (5) WLC Board Meetings open to the public. Meeting topics have included sharing CAASPP and internal student achievement outcome data in Reading and Math; LCFF allocations and expenditure plans and school strategies to improve learning outcomes; School Priorities, and the School's Action Plan. These opportunities provide WLC school-community stakeholders with voice, participation, and input throughout the school year for continuous school improvement. The data and documentation is also used to inform annual updates to the school's LCAP.

## **PARENTAL INVOLVEMENT**

Parents are our true partners—as the primary educators for their children, parents and guardians participate actively in the school, helping with and reinforcing daily lessons. This partnership is vital to our school's success. Through workshops and conferences, parents acquire the skills necessary for motivating their children to become responsible students and lifelong learners. Parents participate in and influence strategic decisions by the board by providing input through the Parent Council or by addressing the board directly. The Parent Council is comprised of parents who are voted in to serve on the Council each October. Members of the Council include the President, Vice President, Secretary, Assistant Secretary, Treasurer, and Sargent of Arms. Elected members of the Council serve according to its Bylaws and represent the Executive Committee, which also includes an equal number of WLC staff.

The Board of Directors has empowered the WLC Parent Council to help develop school policies. The Parent Council president or the president's representative participates in each board meeting to provide reports on parent activities, input on issues, and to make policy recommendations. There are several areas where parent recommendations have become the school's policy, including the school uniform policy, the Board's position on tardiness and excessive absences, and parent volunteer policies. These policies will continue to be reviewed and monitored by the WLC Board and are subject to review during annual oversight by the District. Parents engage in community-wide fundraising to support the programs of the school.

The dress code/Uniform Policy as stated in the Parent- Student Handbook follows:

### **DRESS CODE**

Students and staff of the Watts Learning Center Charter School maintain high standards of academic achievement, conduct, and appearance. A student's dress should always reflect the pride, respect and standards of the home and community.

- Students are encouraged to wear the Watts Learning Center school uniform.
- Closed toe shoes and socks must be worn at all times. Brown or black shoes are preferred.
- Sandals or other shoes that constitute a safety hazard are not acceptable.

- Hoods on sweatshirts are not permitted to be worn on campus, unless there is inclement weather.

## **UNIFORM POLICY**

The Watts Learning Center has a school uniform policy. Uniforms are to be worn Monday through Friday. Research has proven that student achievement improves when students wear uniforms. The Watts Learning Center has a uniform policy for the following reasons:

- Uniforms help create a mind-set for learning.
- When students wear uniforms, positive behavior is prevalent.
- Uniforms promote a sense of community and pride.
- Uniforms tend to cost less than regular school clothing.
- Uniforms eliminate label competition.
- Uniforms promote campus safety and security.

### **THE WATTS LEARNING CENTER UNIFORM IS:**

- Powder blue shirts/blouses ONLY
- Navy blue shorts/long pants/skorts.
- Navy blue skirts/jumpers/skorts.
- Navy blue, white or black socks or tights ONLY
- Solid Navy Blue Sweaters, sweatshirts, and jackets or WLC attire
- A Sweatshirt or sweater worn during class, should be navy blue, powder blue or white ONLY.

### **ACCESSORIES AND CLOTHING PROHIBITED OR REGULATED.**

- Gang affiliated attire
- No bangle bracelets or large hoop earrings.
- NO JEANS OR STRETCH PANTS
- HOODS MAY NOT BE WORN DURING THE SCHOOL DAY (unless it's raining)

### **ENSURING THAT ALL STUDENTS HAVE UNIFORMS:**

We want every parent or guardian to feel confident that our uniform policy will never be a financial burden. We have taken the following steps to minimize costs for families:

1. Upon enrollment, each student annually is provided a shirt at no cost.
2. Parents of students who have financial challenges are given additional shirts at no charge when requested.
3. Each month, shirts are sold for 25 cents each.
4. Each trimester, parents donate clothing that their students have outgrown. These are laundered and are given to needy students or sold at minimal costs to families.

Parents and guardians are not only welcome at WLC, they are expected to participate actively in its programs. The WLC goal is to have parents or guardians representing 100% of enrolled students. The following are some of the opportunities for parents and guardians to participate

- Attend two Parent Conferences each year—first and second trimester.
- Volunteer at least 25 hours each year in support of the school (Recommended and Encouraged: Volunteer at least three (3) hours per month). Parents are NOT required to volunteer. The children of parents who are unwilling or unable to volunteer are NEVER punished, singled out or penalized in any way.
- Provide drop off and dismissal valet service, facilitate monthly parent council meetings, support our clean campus initiative by cleaning our lunch area.
- Sell uniforms, monitor our lost and finds, disseminate flyers and school correspondence, provide baby sitting and translation. Parents are NOT required to purchase specialized uniforms from the school, such as embroidered shirts, sweaters and jackets.

- Participate in at least four free parenting seminars each year
- Raise funds to defray the total costs of all field trips—2 per year for each class.

## **FACULTY INVOLVEMENT**

WLC faculty and staff meet weekly, collaborating throughout the school year to determine ways to improve student achievement and manage school operations. Teachers often develop recommendations for review and consideration by the School Director as well as Executive Director for consideration and possible Board action. In addition to the Executive Director and Director, a teacher representative may attend Board meetings with the purpose of delivering special reports to the Board of Directors.

## **COMMUNITY INVOLVEMENT**

Programs have been developed to involve the community. These include activities such as letters, newsletters memorandums of understanding, visits and outreach to community representatives, government officials, businesses, government organizations, universities, community organizations and agencies and social service centers. In 2011, Watts Learning Center was one of three schools recognized by CCSA for their Outstanding Accomplishments in achievement with African American students. Other awards during the last renewal include:

2009-- Title I Award Academic Achievement Award

2007--Charter School of the Year

2007--Mayoral Certificate of Appreciation

Additionally, the WLC hosts a Collaboratorium that brings together key constituents from the surrounding community and concerned citizens to identify strategies and opportunities improve the quality of learning in our schools. The WLC Collaboratorium is committed to rethinking the Purpose of Education in order to advance student learning and improve conditions in the local community.

The primary function of the Collaboratorium is to identify strategic resources, supports and strategies to improve student learning outcomes for the long-term benefit of children, families and the community.

In the 2015-2016 school year, members of the Collaboratorium and partners served as a community panel at our Spring Learning Forum, Agents of Social Change. At the Learning Forum, the community panel served as a real audience to hear WLC student presentations and engage in dialogue with our students regarding social problems and solutions identified. Collaboratorium partners include the CSUDH School of Education, LA County Department of Public Health, LAUSD-LD South, Amanda Foundation, Watts Labor Community Action Committee, Watts Gang Task Force, LA Housing Authority, Soledad Enrichment Action Charter School and Prudential among other organizations and concerned citizens.

## Element 5: Employee Qualifications

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

### **EMPLOYEES SUPPORT MISSION AND VISION**

Since opening the Watts Learning Center in 1997, it was and continues to be the policy of the school that all employees buy into the mission of high achievement for the student population and the development of the whole child. All employees work collaboratively to ensure that all aspects of the school community reflect the high standards set forth in the mission and vision statement. Although each job category is differentiated, each preserves its integrity while forming a collaborative relationship driven by a common mission, as a result, realizing the benefits of a sum that is greater than its parts. There is an inherent flexibility in this structure that fosters a mutually supportive environment around our core values of Achievement, Commitment, Community, Respect, Acceptance and Integrity.

### **EMPLOYEE CLASSIFICATIONS**

The following employee classifications represent staffing at the Watts Learning Center Charter Elementary School:

- **Administration:** Comprised of the Executive Director and School Director.
- **Instructional staff:** Comprised of classroom teachers and out-of-classroom teacher (Instructional Specialist)
- **Classified staff:** Comprised of the primary classifications of Aides (Instructional, Health, Campus); Administrative Assistants – including levels and types; Custodians – including levels and types.

### **ADMINISTRATION**

The Executive Director provides overall strategic guidance and direction to advance the WLC Board’s vision to provide children with a World Class Education. The Director serves as the site instructional leader, who is responsible for hiring and supervision of all staff, operations and oversight of the budget assigned to the school.

The Executive Director is hired by the Board of Directors and serves as a liaison between the Board of Directors, community, administrative team and universities and monitors the execution of board policy. The Executive Director works closely with the Director to carry out the vision and mission of the Charter School. The Executive Director has a comprehensive knowledge of the management and operations of a public elementary school and is knowledgeable about current developments in education.

The Director is the instructional leader of the WLC Charter School. The Director's role is equivalent to that of the school principal in a District school. The primary responsibility of the Director is to effectively plan and implement the academic program. This person is knowledgeable about current research in education, strategic planning and program implementation and management and has the ability to relate well to students, parents, staff, the Board of Directors and the community at large.

## **EXECUTIVE DIRECTOR-JOB DESCRIPTION**

Reporting to the Board of Directors, the Executive Director will have overall strategic and operational responsibility for the Watts Learning Center Charter Elementary School (WLC) and the Watts Learning Center Charter Middle School (WLCCMS) staff, programs, expansion and execution of the mission to develop students who are high academic achievers, ethical, lifelong learners

### **RESPONSIBILITIES**

#### **LEADERSHIP AND MANAGEMENT**

- Ensure ongoing local programmatic academic excellence, rigorous program evaluation, communications, and systems; recommend timelines and resources needed to achieve strategic goals
- Actively engage stakeholders; staff, parents, students, community, board members, and partnering organizations
- Serve as the liaison between the WLC, WLCCM Directors and Board of Directors.
- Lead, coach, develop and retain high-performance Administrative Teams, ensure effective systems to track academic progress of students, regularly evaluate progress of students, measure successes that can be effectively communicated to the board and other stakeholders.

#### **COMMUNICATIONS**

- Deepen and refine communications – web presence and external relations with the goal of creating a stronger brand
- Use external presence and relationships to garner new opportunities

### **QUALIFICATIONS**

The Executive Director will be thoroughly committed to the Watts Learning Center Foundation's vision to provide a "world class" education to students from the community it serves and its mission.

The candidate should have proven leadership, coaching and relationship experience with various stakeholders. Other concrete demonstrable experience and other qualifications include:

- Advanced degree in education but not required.
- Record of effectively leading an outcome-based organization and staff, and ability to give specific examples of having developed and operationalized strategies that have taken an organization to the next stage of growth.
- Unwavering commitment to quality programs and data-driven program evaluation.
- Ability to coach staff, manage, and develop high-performance teams, set and achieve strategic objectives, and provide oversight of a budget.
- Ability to engage a wide range of stakeholders and cultures.
- Strong written and verbal communication skills with excellent interpersonal skills and the ability to communicate a commitment to the academic achievement of students.

- Ability to work effectively in collaboration with diverse groups of people.
- Passion, idealism, positive attitude, mission-driven, and self-directed.
- Current/Valid California Administrative Services Credential (Preferred)

## **DIRECTOR-JOB DESCRIPTION**

To serve as the instructional and administrative leader of WLC; to be responsible for the direction of the instructional program, the safe and efficient operation of the school plant, and coordination of staff and pupil activities. The School Director shall be directly responsible to the Executive Director. The School Director shall supervise all personnel assigned to the school, and all other supervisory duties as assigned by the Board of Directors.

### **Responsibilities**

- Provide decisive leadership in improving the total educational program within the school community.
- visit classrooms, confer with teachers, provide leadership in curriculum improvement, and assist in the selection and use of instructional materials.
- Direct the implementation of the school curriculum.
- Evaluate instructional methods and strategies
- Supervise the school's special services program(s) including Title I.
- Plan programs, schedules, and assignment of building staff.
- Insure that applicants are screened
- Conduct formative and summative evaluations of building staff.
- Provide leadership in developing, conducting, and maintaining productive interpersonal relationships among staff.
- Manage the recruitment efforts for students.
- Implement WLC Board and District policies and administrative regulations that provide educational conditions under which students and teachers may work to their best advantage.
- Implement established guidelines for student conduct.
- Monitor student academic progress.
- Record and maintain accurate student records as required by federal, state, and local statutes.
- Developing and maintain student recognition programs.
- Keep students and parents informed of school goals, policies, and activities, involving them when appropriate, in matters directly related to them.
- Record and maintain accurate records as required by federal, state, and local statutes.
- Plan budget and requisition equipment and supplies within the funds allocated, in collaboration with the WLC Board of Directors.
- Monitor student activity budgets and fund expenditures.
- Supervise the maintenance of school building, grounds, and equipment, as directed.
- Recognize and reinforce the accomplishments and achievements of students and staff.
- Maintain cooperative liaison with the middle school
- Interpret school programs to the community; enlist the participation of the community in school activities
- Work with the Parent Council Advisory Board.
- Keep abreast of changes and developments in the profession, particularly focusing on Charter School Education, by attending professional meetings, District Staff Development programs, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.
- Engage in professional growth and development through membership and participation in the affairs of professional organizations, through attendance at regional, state and national meetings, through enrollment and participation in advanced courses.
- Assist in the implementation of supportive services in meeting the needs of students and staff.
- Direct and oversee school functions, programs, and committees.
- Keep the Executive Director and WLC Board of Directors informed of events and activities of an unusual nature as well as routine matters related to the school's accountability.



- Work with the Executive Director and WLC Board of Directors and staff on all issues of school and/or district concern.
- Participate in Director, other administrative meetings, and such other meetings as are required or appropriate.
- Participate in leadership decision making processes, supporting and implementing WLC Board Policies, decisions and directives of the Watts Learning Center Board of Directors and Executive Director.
- Perform other job related duties as assigned by the Executive Director and WLC Board of Directors.

## **QUALIFICATIONS**

Three years of proven experience in educational and organizational leadership, delegation and management, including oversight of fiscal, legal, personnel and operational compliance and liability issues within a public school setting.

- Strong administrative and organizational skills. Must be computer literate. Ability to coordinate multiple projects and meet deadlines in fast-paced environment.
- Instructional leadership and curriculum development experience.
- Current/Valid California Administrative Services Credential
- Fingerprint Report and TB Test
- Master's Degree (preferred)

## **INSTRUCTIONAL STAFF**

The WLC Board of Directors believes a highly qualified instructional team is the most important element of our success as a school. We have been able to recruit and retain excellent teachers. We will continue to recruit faculty members who are, as reflected in our vision statement, "high academic achievers who are self-confident, ethical, and motivated to be lifelong learners."

## **TEACHERS JOB DESCRIPTION**

### **Basic Functions**

Embody the mission, vision and educational philosophy as well as the goals and expectations of the school; Provide a safe, nurturing and peaceful classroom environment that reflects WLC's academic program; Provide a high-quality and highly effective curriculum and instruction; uses educational technology in the classroom to facilitate learning and enrich the curriculum; Participate in the process of data analysis and the continual assessment of student progress in order to make relevant instructional decisions to meet the needs of students; Maintain accurate and timely records; Regularly collaborate with peers to facilitate professional and personal growth of self, grade level, and school; Teach self-contained classes in kindergarten through grade five in accordance with the requirements of approved courses of study and at a rate and level commensurate with established expected student progress expectations, using adopted textbooks and other instructional materials authorized for such courses. Work is performed under the supervision of the Director of the school.

### **Responsibilities**

- Planning and delivering thorough, challenging Common Core State Standards-based lessons that ensure all students master content
- Assessing students frequently through formal and/or informal measures
- Creating comprehensive projects, chapter and/or unit tests, as well as common periodic assessments and other classroom formative assessments
- Use detailed data analysis of student performance to inform best practices
- Differentiate instruction in the classroom to ensure that **ALL** students excel
- Identify students who are academically at risk of not meeting standards and initiating effective intervention strategies
- Reflecting continually in order to ensure a culture of high academic and behavioral standards

- Communicate student progress to students and parents in structured conferences and reporting as required throughout the year
- Shows empathy and understanding of students.
- Develops a mutually respectful and cooperative partnership with parents and students.
- Participate and contribute in grade-level meetings designed to develop and monitor the curriculum to determine if its meeting the needs of the students
- Participate and contribute to the development of a high quality professional learning community focused on student achievement
- Reinforce school-wide rules and expectations in the classroom and elsewhere on campus
- May provide leadership to before and after school activities, act as the teacher liaison to select committees
- Maintains documentation of their efforts to create consistent and meaningful communication with parents.
- Establishes a coherent plan for classroom discipline and keeps clear and specific documentation of all intervention taken to correct student behavior before referring a student out of class.
- Maintain records for attendance, submits completed report cards on time, and completes school-wide assessments on time.

### **Curriculum Development**

- Holds parent/student/teacher conferences in a manner consistent with Watts Learning Center policies and procedures including back-to-school night
- Completing other tasks as directed by the Director

### **Instructional Process**

- Uses information about individual student's academic strengths, needs, and progress in planning.
- Designs activities to engage students in cognitively challenging work aligned to standards.
- Uses resources that will promote high levels of learning and student engagement in the classroom environment
- Supports and cooperates with colleagues in order to promote a professional school culture.
- Closely monitors student learning in order to understand how students are progressing toward the learning objectives and provides students with instructive and timely feedback that will move their learning forward
- Establishes a classroom environment that is safe and supportive, risk -taking is encouraged, students feel free to contribute their ideas, and teacher and student interactions are respectful and polite to promote a positive learning environment for all students
- Works effectively with students, parents, staff members, and community representatives in providing a rigorous educational program.
- Communicates with families to create a partnership around student learning by providing information about the instructional program and the progress of their children).
- Encourages student enthusiasm for the learning process and the development of good study habits.
- Differentiates instruction to meet diverse student learning needs
- Recognizes learning problems and makes referrals as appropriate.
- Initiates or participates in Individualized Education Plan (IEP) meetings with administrators, faculty, parents, and other parties involved to develop an IEP for eligible students, implements the IEP goals and continually monitors student progress toward IEP goal achievement.
- Uses effective oral and written expression
- Cooperates with the school faculty and administration in the development of a coherent program of instruction.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for continual improvement of the school's curriculum.
- Assists on the ongoing curriculum revision process, including inquiry based multi age education.

### **Classroom Management**

- Provides clear behavior expectations for students and monitors student behavior throughout the class and school campus
- Follows established policies and procedures for reporting incidents (e.g., child abuse, substance abuse, harassment, and violence).
- Takes necessary and reasonable precautions to protect students, equipment, materials and facilities.

### **Professional Growth**

- Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
- Cooperates with the administration in planning-appropriate in-service training programs at the school.
- Attends staff and committee meetings as required.

### **Qualifications**

- Bachelor's Degree from an accredited college or university
- Must hold and maintain a current Commission of Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment.
- Criminal Clearance, including fingerprints
- TB Test (within 4 years)
- CLAD authorization or certificate
- CLEAR Credential (preferred)
- BCLAD credential or equivalent (preferred)
- 3 years of teaching experience in an urban school with evidence of effectiveness improving learning outcomes among diverse populations (preferred)
- Bilingual in Spanish (preferred)

## **CLASSIFIED STAFF**

### **AIDES INSTRUCTIONAL JOB DESCRIPTION**

The Watts Learning Center Board of Directors believes high-quality Aides (Instructional) are another important element of our success as a school. Aides work cooperatively and collaboratively with the WLC team to promote academic excellence. They assist in each classroom, in the intervention programs and in the after school extended learning program. The aides are dedicated and committed to the vision and mission of the WLC. Aides work to improve their effectiveness as an important part of the instructional program through participation in skills enhancement programs. All Instructional Aides hold Associate of Arts, undergraduate or graduate degrees. All aides must meet the requirements of Every Student Succeeds Act (ESSA)

#### **Basic Function**

The instructional aide's job is to assist in teaching a diverse population of children in an atmosphere of kindness that encourages active inquiry, fosters individual growth and promotes respect for self, others and the world in which they live. Aides assist teachers in the classroom, in the intervention programs and in the before and/or after school extended learning program. They are responsible for providing individual and/or small group instruction under the direction of the teacher and Director.

- Works with the teacher in planning and implementing a program of instruction that adheres to the school's *philosophy, goals and objectives*.
- Works with the teacher in making purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task.
- Works with the teacher in planning and implementing a program of study designed to meet individual needs of students.
- Works with the teacher in creating a classroom environment conducive to learning by employing a variety of appropriate teaching strategies.

- Works with the teacher in encouraging student enthusiasm for the learning process and the development of good study habits.
- Works with the teacher in providing progress through authentic observations.
- Uses effective oral and written expression
- Works with the teacher in recognizing learning problems and makes referrals as appropriate alongside the teacher
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for continual improvement of the school's curriculum.
- Works with the teacher in developing, in accordance with school guidelines, reasonable rules of classroom behavior and appropriate techniques that are consistently applied.
- Works with the teacher in taking necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Shares responsibility during the school day for the supervision of students in all areas of the school.
- Works with the teacher in providing for the supervision of assigned students when circumstances require a brief absence from the assignment.
- Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.
- Strives to communicate the positive aspects of our school program to the public in word and deed.
- Works cooperatively with parents to strengthen the educational program for their children.
- Establishes and maintains cooperative relationships with other staff members.

#### **Professional Growth**

- Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
- Cooperates with the administration in planning appropriate in-service training programs at the school.
- Attends staff and committee meetings as required.
- Attends professional training as needed or assigned

#### **Student Evaluation**

- Works with the teacher in evaluating accomplishments of students on a regular basis using multiple assessment methods such as kid-watching notes, as teacher and student made rubrics, samples of students' work, mastery skills check lists, criterion-referenced tests and norm-referenced tests.
- Works with the teacher in making appropriate adjustments in the instructional program and as required.
- Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

#### **Qualifications**

- Must be at least 18 years of age
- ESSA/ESSA Compliant Minimum of 1 year of working with children
- Effective oral and written communication skills
- Ability to work collaboratively with all staff and administrators
- Criminal Clearance, including fingerprints
- TB Test (within 4 years)
- Completed a minimum of 60 semester hours from an accredited college or university (preferred)
- Formal training in child development, child psychology and education (preferred)
- Bachelor's Degree from an accredited college or university (preferred)

#### **Health Aide JOB DESCRIPTION**

##### **Basic Function**

Under the direction of the school Director, provides school health services to students, staff, families and school visitors. She provides referrals to free medical and mental health services within the community.

##### **Responsibilities**

- Provides first aid and emergency care to students, school staff and visitors following regulations and procedures established.
- Assists in maintaining a safe and healthful school environment by identifying and reporting safety or environmental concerns.
- Implements federal, state, and local laws, regulations, and procedures related to school health services
- Implements state mandated screening programs
- Implements laws, regulations, policies and procedures to control communicable disease within the school setting
- Provides a supportive atmosphere for students and staff while assuring appropriate health room use
- Carries out health services procedures established by the LAUSD Public School System
- Observes for student health, psychosocial and other needs, contacts external providers and/or nurses as needed and/or refers students to appropriate health service providers as necessary in order to ensure health and safety of students.
- Maintains accurate, confidential, and appropriate records following established procedures
- Administers medication following established procedures
- Identifies and documents students with health problems and refers students to appropriate resources as necessary
- Contributes to the development of health care plans and the implementation of plans
- Communicates necessary medical information in a timely manner to appropriate school personnel, parents/guardians, and the school Director while maintaining confidentiality
- Maintains emergency procedure information for students and staff
- Supports health promotion for students, staff, parents, and community
- Maintains adequate supplies and the cleanliness of the health room
- Performs other duties as assigned

#### **Qualifications**

##### **Knowledge, Skills and Abilities**

- Cardio-pulmonary resuscitation
- Basic first aid
- District mandated health screening
- Laws, codes, rules and regulations related to assigned activities
- School terminology, practices and procedures
- Record-keeping techniques, filing systems and information management
- Operation of a computer and assigned software
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Oral and written communication skills
- Interpersonal skills using tact, patience and courtesy
- Work cooperatively with others
- Work independently within the guidelines of policy and procedure using discretion and good judgment
- Accept supervisory direction
- Stay calm under adverse circumstances and to calm others under stress
- Relate to children, parents and educational personnel
- Establish and maintain effective communication, both orally and in writing, with school administrators, central office personnel, faculty, staff, parents and students
- Ability to communicate competently with tact and listen effectively
- Maintain well-organized records and prepare reports
- Anticipate, plan and organize work
- Meet schedules and deadlines
- Work independently
- Perform duties effectively with many demands on time and constant interruptions
- Establish and maintain effective working relationships
- Communicate effectively, both oral and written
- Understand and follow oral and written directions
- Work confidentially with discretion

## **Education, Licenses and other Requirements**

- High school graduate or equivalent and current certification in cardio-pulmonary resuscitation (CPR), first aid and certification as a nursing assistant (C.N.A.).
- Completed a minimum of 60 semester hours from an accredited college or university emphasizing skills related to the position (preferred)
- Bachelor's Degree (Preferred)
- Valid first aid and CPR certificate issued by the Red Cross within six months of employment.
- Must be at least 18 years of age
- ESSA compliant Minimum of 1 year of working with children
- Effective oral and written communication skills
- Ability to work collaboratively with all staff and administrators
- Criminal Clearance, including fingerprints
- TB Test (within 4 years)

## **Campus Aide JOB DESCRIPTION**

### **Basic Function**

Under the direction of the Director or designee, this position is responsible for the supervision of students in the school yard, halls and/or school cafeteria, and performs other related duties and responsibilities as required.

### **Responsibilities**

- Works with students in a supportive nurturing, respectful, helpful manner;
- Follows and respects proper channels of authority and/or chain of command;
- Makes proper choices and follows through;
- Maintains a positive attitude and spirit of cooperation;
- Demonstrates initiative, works within scope of responsibility;
- Follows safety procedures and practices;
- Responds calmly and appropriately to challenging situations;
- Assists in supervision of halls, bathrooms, play areas, and cafeteria, in compliance with established school rules and procedures;
- Assists in fire drill procedures in supervising all halls, bathrooms, play areas and cafeteria as needed;
- Assists the office when a student has to be taken home due to sickness, injury, etc;
- Assists members of the school staff in special activities;
- Promotes trust and mutual respect;
- Is a problem solver;
- Performs other related duties and responsibilities as required.
- Patrols school corridors, locker rooms, rest rooms, assembly and athletic facilities, gymnasiums, bus loading areas, and other campus locations in order to observe student behavior and prevent violations or unsafe activities.
- Provides information to school administrators regarding causes and effects of campus and community tension.
- Gathers information and provides advice regarding gang activities.
- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property.
- May discuss with student groups issues relating to narcotics, gambling, attendance, gang activities, vandalism, safety, and community relations.
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons.
- May assist school administrators in contacting parents regarding students with behavioral problems and in discussing campus security with parent and community groups.
- May assist a certificated employee in supervising students during field trips and special events.
- May assist a certificated employee in counseling individual students or groups of students or in assisting student clubs.
- May deliver, set up, lay out, or collect equipment and other materials.
- Performs related duties as assigned

**Qualifications**

- Must be at least 18 years of age
- ESSA compliant Minimum of 1 year of working with children
- Effective oral and written communication skills
- Ability to work collaboratively with all staff and administrators
- Criminal Clearance, including fingerprints
- TB Test (within 4 years)
- Completed a minimum of 60 semester hours from an accredited college or university (preferred)
- Knowledge of child development, child psychology and education (preferred)
- Bachelor's Degree from an accredited college or university (preferred)

**Administrative Assistant JOB DESCRIPTION****Basic Function**

Under the direction of the school Director, he/she oversees, coordinates, organizes and performs the day-to-day secretarial and administrative functions. In addition, the Administrative Assistant manages the on-site financial functions at the school site such as preparing purchase orders, on-site payroll activities, and training office assistants.

**Responsibilities**

- Oversee, coordinate, organize and perform day-to-day secretarial functions
- Serve as liaison between students, staff, parents, District personnel and the community
- Provide written information regarding school rules to staff and students (as directed by the Director/Assistant Director)
- Prepare, maintain and update student records in the area of attendance, discipline, emergencies, health and other student records as assigned
- Enter and maintain student information into databases such as PowerSchool and CALPADS
- Compile data, run reports, labels, and produce other communications
- Manage and update "all call" notification systems
- Compose, type and/or edit letters, memos, agendas, sign-in sheets
- Schedule appointments for Director and Assistant Director
- Manage school site registration process; prepare enrollment and transfer forms; assist parents with completing forms
- Manage substitute teacher procurement and processing
- Assist the Director in the preparation of a variety of compliance reports i.e., R-30, CBED's, SARC, SNOR
- Assist with the maintenance of the school's website
- Administer first aid to students and staff and/or medication to students as prescribed by nurse's training
- Other Duties as Assigned

**Qualifications**

- Ability to deal effectively with the public both in person and via telecommunications, excellent English usage, filing skills, organization, time management, scheduling, knowledge of Microsoft Office
- Any combination equivalent to graduation from high school or three years of increasing responsibility for clerical or secretarial work
- Type at least 50 wpm from clear copy
- Knowledge of Microsoft Office
- Must be able to communicate effectively orally and in writing
- Ability to plan and organize
- Be able to maintain strict confidentiality

- Ability to work well in teams
- Criminal Clearance, including fingerprints
- TB Test (within 4 years)
- Bachelor's degree or advanced degree (preferred)
- 3 years of professional experience with expertise in school information technology systems, budget processing and/or office management in a school district or public charter school (preferred)
- Bilingual in Spanish (preferred)

## **Custodian JOB DESCRIPTION**

### **Basic Function**

The job of Custodian is done for the purpose/s of maintaining an attractive, sanitary and safe facility for students, staff and public; providing equipment and furniture arrangements for meetings, classroom activities and events; and minimizing property damage, loss and liability exposure.

### **Responsibilities**

- Arranges furnishings and equipment for the purpose of providing adequate preparations for meetings, classroom activities and special events.
- Attends in service training (e.g. blood born pathogens, cleaning solvents, floor care, first aid, maintenance training, etc.) for the purpose of receiving information on new and/or improved procedures.
- Cleans assigned school facilities (e.g. classrooms, offices, restrooms, multipurpose rooms, grounds, etc.) for the purpose of maintaining a sanitary, safe and attractive environment.
- Evaluates situations (e.g. involving staff, students, parents, the public, etc.) for the purpose of taking appropriate action and/or directing to appropriate personnel for resolution.
- Inspects school facilities for the purpose of ensuring that the site is suitable for safe operations, maintained in an attractive and clean condition, and/or identifying necessary repairs due to vandalism, equipment breakage, weather conditions, etc.
- Maintains supplies and equipment (e.g. cleaning solutions, paper products, vacuum, mops, etc.) for the purpose of ensuring the availability of items required to properly maintain facilities.
- Paints interior of classrooms, offices, restrooms, etc. for the purpose of maintaining an attractive facility. Repairs furniture and equipment as maybe required (e.g. faucets, toilets, light fixtures, etc.) for the purpose of ensuring that items are available and in safe working condition.
- Responds to immediate safety and/or operational concerns (e.g. facility damage, injured and ill students, alarms, etc.) for the purpose of taking appropriate action to resolve immediate safety issues and maintaining a functioning educational environment.
- Secures facilities and grounds for the purpose of minimizing property damage, equipment loss and potential liability to organization.
- Assists other personnel for the purpose of supporting them in the completion of their work activities.
- Assists other personnel with safety concerns
- Other duties as assigned

### **Qualifications**

#### **Knowledge, Skills and Abilities**

- Skills to perform multiple, non-technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions; Operate equipment used in industrial maintenance including electrical cleaning equipment, common tools, etc; Adhere to safety practices
- Knowledge required to perform basic math, including calculations using fractions, percentages, and/or ratios; understand written procedures, write routine documents, and speak clearly; and understand multi-step written and oral instructions. Specific knowledge required to satisfactorily perform the functions of the job includes: methods of industrial cleaning; preserving floors, walls, fixtures, etc., cleaning materials; safety practices and procedures



- Abilities to schedule activities; collate data; and consider a number of factors when using equipment; Flexibility to work with others in a variety of circumstances; work with data utilizing specific, defined
- Processes; and operate equipment using a variety of standardized methods; ability to work with diverse groups of people; work with specific, job-related data; and utilize a variety of job-related equipment. (In working with others, Problem solving with data requires following prescribed guidelines; and problem solving with equipment is limited.
- Specific abilities required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; meeting deadlines and schedules; working as part of a team; working with constant interruptions.
- Must be 18 years of age
- Must be able to lift 50 lbs.
- Must have knowledge of operating basic tools (wrench, screw driver, hammer, etc.)
- Criminal Clearance, including fingerprints
- TB Test (within 4 years)
- 3 years of professional experience with expertise in custodial, maintenance, operations and/or security services in a school district or public charter school or organization providing services to children (preferred)
- Bilingual in Spanish preferred.
- Completed a minimum of 60 semester hours from an accredited college or university (preferred)
- Formal training in child development, child psychology and education (preferred)

## **Element 6 – Health and Safety Procedures**

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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

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

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school-site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

### **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

### **CUSTODIAN OF RECORD**

The custodian of records is the Charter School's Director.

Watts Learning Center requires that each student's immunization record be presented to school staff by the parent or guardian and that the record must include the month, date, and year each dose was received. The yellow immunization card or personal record signed or stamped by a health care provider or clinic is acceptable. If student is transferring from one public school within California to Watts Learning Center, proof of immunization of must be provided within 30 days. After 30 days with no valid immunization, "Notice of Exclusion from School Attendance" will be sent or given to the parent. If the student is entering Kindergarten, transferring from a

private school, or a school from out-of-state or out-of-country, an immunization record must be presented before entry into Watts Learning Center. All immunization must be up to date before student can start school.

A student entering from out of the country will need a current TB (tuberculosis) skin test or chest x-ray stating the student is free from communicable TB. TB test and/or chest x-ray must be done within 6 months of the first day of school entry.

### **HEALTH AND SOCIAL SERVICES**

California law (Health and Safety Code 324.2, 325.5) requires that all children have a physical examination within eighteen months before entering the first grade or within 90 days after entering first grade. We make families aware of possible free CHDP (Child Health and Disability Prevention) exam. Parental waivers are available under certain conditions.

We contract with a private company for a school nurse who conducts these annual screenings. Paramedic services are used to provide emergency services. The Health Aide maintains pupil's immunization records; administers first aid; and consults with doctors and other health care professionals to meet the medical needs of pupils.

### **ORAL HEALTH ASSESSMENT**

We agree to comply with California law, Education Code 49452.8, requires that children have a dental check-up by May 31 of their first year in public school, at kindergarten or first grade. Dental evaluations that have happened within the 12 months prior to school entry also meet this requirement. The law specifies that the assessment must be done by a licensed dentist or other licensed or registered dental health professional. WLC schedules on-site dental exams three times yearly for its students. Parents must sign a permission in order for students to receive this service.

### **FIRE DRILLS**

- Fire drills will be conducted monthly
- Administrative team will maintain a record of fire drills conducted and include in the
- information the total amount of time needed for complete evacuation
- Upon the sound of the alarm, teachers and assigned personnel will lead students to the designated safe zone in compliance with the posted evacuation map
- Assigned personnel will take roll and provide a report for the administrative team
- Staff and students may return to the building after the "All Clear Signal" is sounded

### **EARTHQUAKE DRILL**

- Earthquake "Duck and Cover" drills will be conducted quarterly
- Earthquake "Duck and Cover" with evacuation will be conducted semi-annually
- Administrative team will maintain a record of Earthquake drills conducted and include in the information the total amount of time needed for complete evacuation
- Upon the sound of the alarm, teachers and assigned personnel will lead students to the designated safe zone in compliance with the posted evacuation map
- Assigned personnel will take roll and provide a report for the administrative team
- Search and rescue teams and fire suppression teams will be assigned according to the school map
- An outdoor central control center will be established immediately upon evacuation
- Staff and students may return to the building after the "All Clear Signal" is sounded

## **EVACUATION PLAN**

- A member of the administrative team will verify immediately the name and position of the individual or entity calling for the evacuation
- Upon verification, teachers and assigned personnel will proceed with their students as delineated in the evacuation map
- A code word for evacuation will be established by the administrative team Assigned personnel will take roll and provide a report for the administrative team
- Unassigned personnel will report to the administrative team for assignments
- Certificated personnel will remain with their students for the duration of the emergency
- Staff and students may return to the building after the “All Clear Signal”
- If students cannot return to the school:
  - The administrative will notify parents
  - Parents will sign-out students when picked up
  - A designated pickup area will be established for reunion

## **LOCKDOWN DRILL**

- A member of the administrative team will verify immediately the name and position of the individual or entity calling for the lockdown
- If a member of the administrative team or staff member, utilizing his/her best judgment, believes a lockdown should be initiated, then it must be initiated
- A code word for lockdown will be established by the administrative team
- Assigned and unassigned personnel will gather students, lock classroom doors, take roll, determine missing students and telecommunicate with the administrative team
- Unassigned personnel will report to the administrative team for assignments
- Assigned and unassigned personnel will remain with the students for the duration of the emergency
- Staff and students may discontinue the lockdown after the “All Clear Signal”
- If students cannot leave the school:
  - The administrative will notify parents
  - Parents will sign-out students when picked up
  - A designated pickup area will be established for reunion

## **CHILD ABUSE AND NEGLECT REPORTING**

- Watts Learning Center will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. WLC staff must report to the proper authorities if they suspect the following occurring to a student:
  - Neglect
  - Abuse
  - Sexual assault
  - Willful cruelty or unjustifiable punishment
  - Abuse in out of home care
  - Cruel or inhumane corporal punishment or injury

The reporting staff member need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse. If requested, the Director will work with all staff members to ensure that all appropriate steps are taken if a suspected child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months’ confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the Director/Principal and proper authorities. The first staff member to have primary knowledge of the suspected abuse will be responsible for providing all the

necessary information and child abuse reports to the appropriate authorities, Department of Children Services (800-540-4000) and the Los Angeles Police Department.

### **BLOOD-BORNE PATHOGEN POLICY**

- Watts Learning Center Charter School will comply with all applicable laws and regulations regarding blood-borne pathogens. To effectively eliminate or minimize exposure to blood-borne pathogen WLC will implement Universal Precautions.
- Staff will observe the practice of “Universal Precautions” to prevent contact with blood and other potentially infectious materials. As a result, staff members shall treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV, and other blood-borne pathogens.

The Maintenance Employees monitor the facilities daily. WLC is a member of ASCIP (Alliance of Schools for Cooperative Insurance Programs) and participates in periodic health and safety reviews of the entire campus as part of ASCIP’s risk management program.

The Illness and Injury Prevention Program is regularly updated and a summary of the program is posted in the workplace.

The Watts Learning Center will continue to develop health, safety, and risk management guidelines in consultation with its insurance carriers. Food service will continue to be monitored by the California Department of Education. In addition to breakfast, lunch and after school snacks, we provide breakfast and lunch to students who attend our Camp Learn and Camp Kinder programs in the summer.

## Element 7: Means to Achieve Racial and Ethnic Balance

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

### **COURT-ORDERED INTEGRATION**

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

### **METHODS OF RECRUITMENT**

Most of WLC’s openings occur in Kindergarten. Each year WLC contacts the Head Start Centers and preschools in the vicinity of the school. The Director develops positive relationships with the management of these preschools. Listings are also placed in Charter School directories. Most WLC students live in the general vicinity of the school. Historically, approximately 20 – 30% of entering students are siblings of current WLC students.

To promote racial and ethnic balance, beginning the third week in January, the WLC displays banners in English and Spanish around the school announcing open enrollment. At the same time, we will also place flyers in English and Spanish in the Mark Twain Public Library, pre-schools, Headstarts, houses of worship, March and June enrollments fairs, the YMCA, and within a two-mile radius of the school. The flyers publicize information sessions which will describe the school’s programs to families who have an interest in enrolling their children in the WLC the following school year. The sessions are conducted by the Director and teaching staff in both Spanish and English. The flyers and sessions also inform families of the place, date, and time of the lottery to fill open spots. The banners and flyers also direct parents and guardians to contact the Main office to get additional information or clarification on the enrollment process.

WLC ethnic makeup is more reflective of the surround community. This is a trend that we expect to continue.

## Element 8: Admission Requirements

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

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

### **NON-DISCRIMINATION**

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

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



## ADMISSION REQUIREMENTS AND PROCESS

The Watts Learning Center is a public school. Its admission policies and practices are consistent with the statement found in Element 7- Racial and Ethnic Balance; “Students of any racial or ethnic group are welcome at the Watts Learning Center

The Watts Learning Center will comply with all laws establishing minimum age for public school attendance.

**RECRUITMENT, APPLICATION AND LOTTERY PROCEDURES** Student recruitment is focused on families living within a two-mile radius of the school. Watts Learning Centers primary goal is to serve students who are socio-economically disadvantaged and or low achieving. Annually, an average of 90% or more of our students qualify for the free and reduced lunch program. These are the students we recruit because our Mission is to provide them with a “World Class Education.” When compared to 5 or more years ago, most families live nearby and walk their children to school.

1. The application period begins the third week in January and ends the last Friday in March of each year at 4:00 PM.
2. WLC displays banners in English and Spanish around the school announcing open enrollment. At the same time, we also place flyers in English and Spanish in the Mark Twain Public Library, pre-schools, Head Start preschools, houses of worship, enrollment fairs, and the YMCA. These locations are all ~~supermarkets~~ within a two-mile radius of the school. The flyers publicize information sessions which will describe the school’s programs to families who have an interest in enrolling their children in the WLC the following school year.
3. Many families are recruited by other families in the community.
4. The information sessions describe the school’s programs to families who have an interest in enrolling their children in the WLC the following school year. The sessions are conducted by the Director and teaching staff in both Spanish and English. ***Attendance at the information sessions is strongly encouraged, but is not required to be eligible for enrollment or to participate in the lottery.***
5. During this period—January—March, all parents interested in having their child attend WLC will be given a lottery Form to complete. The lottery form is in both English and Spanish.
6. Each form will be stamped with a number and then placed in a container by the parent or guardian after the form is completed. The parent will keep a copy of the numbered lottery form.
7. A separate container is used to hold the lottery forms of prospective Kindergarten students.
8. In the event that the number of students who wish to attend WLC, exceeds the schools’ capacity schoolwide or at specific grade levels, a lottery will be held on the first Saturday in April at 10:00 AM in the Charter School’s community center located on the school campus.

***On the day of the lottery, the steps for the lottery are posted and are explained in English and in Spanish.***

1. The kindergarten lottery will be held first. This will be followed by the lottery to fill spaces in grades 1 – 5. Parents do not have to be present.
2. As each form is drawn, the number and name of the student will be listed on a chart and entered into a table in a school computer. The siblings of Kindergarten students who are selected in the lottery, will receive preference for open slots in grades 1 – 5. Who these students are will be determined before the lottery for grades 1 -5 is conducted.
3. Each family will be notified of the lottery results by USPS mail and by phone. The notice will be mailed within 5 business days after the close of the lottery. Each family will be informed as to whether there is an immediate opening or if the child is on the waiting list created by the lottery.
4. The parent must accept the offer of enrollment within 7 working days after the mailing of the lottery results. A member of the office staff will also phone parents who do not respond to the mailing within the seven days. They will then have an additional 3 days to accept the placement. Acceptance occurs when the parent visits the office and completes enrollment forms or submits the forms by mail.

5. After the lottery process for a given year is complete, the same notification procedures and timeline will be used for those on the waiting list admitted to the school. When there is a vacancy at a particular grade level, the parent of the next eligible student on the waiting list is notified of the vacancy.
6. All lottery forms are kept on file. We also maintain a digital list that will include space for notations related to communications with each family, who enrolled, etc.

***There are preferences for enrollment in addition to the pupils who are currently enrolled in the WLC.*** They are in order of priority—(1) siblings of students who are currently enrolled, (2) children who reside in LAUSD and the (3) children of staff members. Not more than 10% of available spots are allocated to staff members' children.

A teacher or the Director meets with the parent and pupil of each entering student to discuss the instructional program, expectations of parent involvement and any questions the parent might have. Parental involvement activities are NEVER a condition of admittance nor are students ever penalized if parents are unable or unwilling to be involved on a voluntary basis. Mostly we encourage every parent to be involved on a daily basis at home to encourage the student's efforts at school and positive relationships with teachers and the school community. Parents are given a copy of the Watts Learning Center Parent-Student Handbook in the meeting. The individual conference is important for conveying to each family the importance of the school and family working together to promote the child's academic achievement and social emotional growth.

## 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).)*

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
  - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District

### Annual Audit Procedures

1. The Governing Board will contract annually with a qualified independent certified public accounting firm to conduct an audit of the organization’s financial statements in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, and, if applicable, the U.S Office of Management and Budget’s Circular A-133.
2. The President of the WLC Board verifies that our auditor is on the approved list by checking CPADS, a website that lists CPA’s currently designated as active by the State Controller’s office and who can perform K-12 Local Education Agency audits. The firms/individuals listed in this directory have been certified as being in good standing by the California Board of Accountancy. The firms/individuals listed have been deemed qualified pursuant to Education Code section 41020(f) to conduct audits of K-12 local education agencies. <http://cpads.sco.ca.gov/CPAList.aspx>
3. The school contracts with ExED, an independent 3rd party back office service provider. ExED maintains all accounting records throughout the year and works directly with school leadership and the auditors to complete the audit process. The person responsible at the school site is the Director who will ensure that all items requested will be provided to the auditor.

4. . The Executive Director, along with Executive Committee will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. Audit exceptions and deficiencies in the final report will be resolved to the satisfaction of LAUSD. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.
5. The board president and treasurer is responsible for ensuring that the auditor sends the completed audit electronically to the required agencies, by the statutory deadline of December 15th. The agencies include the State Controller’s Office (SCO), California Department of Education (CDE), Los Angeles County Superintendent of Schools, and Los Angeles Unified School District.

## Element 10: Suspension and Expulsion Procedures

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

### GENERAL PROVISIONS

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

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

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

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

### STUDENTS WITH DISABILITIES

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

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

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

## **NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address 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 Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

## **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

## **REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

## **READMISSION**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. 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 and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

## **REINSTATEMENT**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

## **GUN-FREE SCHOOLS ACT**

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

## **SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM**

One of the most important lessons education should teach is self-discipline. While it does not appear as a subject, it underlies the whole educational structure. The purpose of our disciplinary policy is to insure the rights of each student to attend school in a safe, positive and productive learning environment.

## **WATTS LEARNING CENTER RULES**

Students are taught the following School rules using the context of the classroom, the playground, the restroom, and lunch area to reinforce students understanding of what it means to

- Be Safe
- Be Responsible
- Be respectful

## **REINFORCE AND TEACH APPROPRIATE BEHAVIORS**

Teachers and all staff members are expected to form positive supportive relationships with each student and with their classes or other groups they may supervise. Adults are to be kind, caring, and respectful of every student. It is never acceptable for adults to speak or treat students unkindly. Teachers and other staff are expected to

1. Have positive communications with parents/guardians the first days of school to establish a working relationship. They make phone call, send notes, text messages or emails.
2. Have weekly class meeting when students sit in a circle and discuss how to solve problems, how to listen, setting goals, sharing ideas, celebrating successes. This procedure gives students an ongoing voice. When consistently and appropriately implemented, it changes the climate of the classroom and school very quickly. Students learn to take responsibility and hold their peers accountable. (Based on William Glasser Work)
3. Model appropriate behaviors, also teach what is not appropriate and why.
4. Catch students behaving appropriately, by giving quite attention or specific feedback.

- a. "you did an excellent job when you took your time to...,
  - b. I really appreciate your helping ..., It so important that we help each other
  - c. Your paper looks great! Would you please share it with...
  - d. You were walking to the bathroom when many of your classmates were running. Good job
5. Give Caught Being Good Tickets
  6. Give classroom recognition.
  7. Periodically call the home or send home a note informing the parents about how well the student is doing academically and socially.
  8. Call parents/guardians when there is a problem but use a positive, collaborative approach.
  9. Select students who are consistently well behaved as monitors. The positions and opportunities are rotated.
  10. Give citizenship and other awards, lunch with the teacher, etc.

### **HANDLE CONFLICT AND MISBEHAVIOR APPROPRIATELY**

The following behaviors are also expected from staff:

1. Keep your cool and never over react to the things that students do or say.
2. Never engage a student in a discussion while you are angry or the student is angry. **Model respect for students.** In a very calm voice direct the student to a place where he can sit and not be disturbed by other students. Other adults should minimize their interactions so the event is not reinforced.
3. Always first give attention and reinforcement to students who are behaving appropriately before engaging off task, or misbehaving students. The exception is if the behavior is a danger to others.
4. Quietly thank students who maintain their attention and appropriate behavior while another or other students are misbehaving.
5. Address misbehaving students in a low, even tone of voice.
6. Give students three or four other behaviors that would be more appropriate.
7. Take time to address misunderstanding in a positive way because sometimes adults do misunderstand students' intentions.
8. Spend time really getting to know each child so that you develop a positive, caring trusting relationship.
9. Remember that misbehavior is a way to get attention. Try never to give attention when students are misbehaving. Continue to teach instead. See Number 2 and 3 above.

### **PROGRESSIVE DISCIPLINE POLICY**

In situations where children are not actively engaged in productive behaviors that support learning, our teachers and staff focus on identifying alternative instructional practices or strategies that can be used to proactively teach children the expected behavior and respectful social interaction. Parents and students should be advised that teachers and staff will exercise discretion and independent judgment for each situation in implementing the strategies described below.

Our teachers and staff regularly engage in collaborative planning to identify shared practices to support the growth and development of children. The primary strategy is engaging the student or students in discussions where the alternative practices are used to teach children appropriate behavior and social interaction may include actively including and engaging families in decision making; systematic use of positive reinforcement, re-grouping practices, re-teaching expectations and routines; as well as supporting student reflection, dialogue and analysis, peer mediation, mentoring or other alternative strategies.

### **COLLABORATIVE PROBLEM SOLVING APPROACH**

Student misbehavior that continues, may require a collaborative team approach to develop a solution to re-engage children in productive behavior and social interaction that supports learning. Developing a collaborative plan including students and families, teachers and staff may occur through the Student Success Team (SST) or



other team structures. Enlisting parent participation in positive reinforcement and encouraging families to visit the classroom during the school day may also be identified as effective strategies. Other school responses may include the active involvement of children in designing a solution and support plan, assignment of school beautification projects or other activities to re-engage and support children in appropriate and responsible behavior.

#### **OFFENSES HANDLED BY THE CLASSROOM TEACHER**

1. Leaving a supervised area
2. Profanity, inappropriate gestures, or being disrespectful to staff
3. Littering or throwing food
4. Damage to school restroom
5. Rough housing
6. Violation of classroom rules.

#### **USE CONSEQUENCES NOT PUNISHMENT**

1. If students make a mess, they will clean it up.
2. If students waste time in class, they are asked to make up the time. However, always check to see that the student understands the task. Encourage effort and give feedback and support. Let the student know that you will help him or her learn what s/he doesn't know.
3. Identify students who will participate in the Chill Zone. The purpose of the Chill Zone is to provide an open forum to converse and acknowledge social and behavioral differences. Procedures and activities include:
  - a. Occurs during a weekly 30-minute session in the Literacy Garden
  - b. Different activities to promote healthy communication techniques are emphasized
  - c. Tracking of progress through weekly "chill reports" given to classroom teachers
  - d. Students remain in the Chill Zone until they receive three consecutive positive reports.
  - e. Students receive a certificate of completing
4. Student provides community service, e.g., tutoring younger students, cleaning the school campus before or after school, during breaks, nutrition or lunch time.
5. Students lose a significant privilege
6. Student keeps a behavioral log that tracks behavior daily throughout the day each week.
7. Behavioral contracts which includes rewards and reinforcers for success and consequences for continuing to behave in manners not consistent with school and classroom norms.
8. Have students write a reflection about his or her behavior during recess.

#### **PROFESSIONAL DEVELOPMENT**

Throughout the school year, teachers and staff receive professional development on classroom and schoolwide discipline. This is related to one of our major LCFF actions and outcomes. Teachers collaborate and discuss methods for supporting students who need support in learning appropriate school behavior. A primary focus is helping teachers to better understand the impact of the lack of social/emotional resources and familiarity with school norms on students' behavior including learning.

#### **IN SCHOOL SUSPENSIONS**

Some student discipline issues are resolved through one-to-one counseling with a teacher, or school Director, and may require no more than an in-school suspension. This means that students are removed from the classroom for a short period of time for the purposes of redirecting or resolving misbehavior. At WLC center students are sent to another classroom predesignated classroom. In-school Suspensions will be limited to 5 consecutive days per incident and 20 total days during the school year. *Students are assigned to a 'suspension' classroom where they are separated from other students and supervised by paraprofessional.* Students complete schoolwork and tests missed during the suspension. Each student is responsible for contacting his or her teacher to receive assignments to be completed while the pupil is assigned to the supervised suspension classroom. The teacher

shall provide all assignments and tests that the pupil will miss while suspended. If no classroom work is assigned, the person supervising the suspension classroom assigns work.

- At the time a student is assigned to the supervised suspension classroom, a school employee shall notify, in person or by telephone, the student's parent or guardian. Whenever a pupil is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify, in writing, the pupil's parent or guardian.

### **WLC SUSPENSION AND EXPULSION POLICIES AND PROCEDURES**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent-Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. School property includes but is not limited to building structures, fixtures, and equipment used in the operation of the school and for instructional purposes.

The Charter School Director shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall be incorporated in the Parent-Student Handbook and the Charter School Website.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

#### **A. GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

## **B. ENUMERATED OFFENSES**

1. **DISCRETIONARY SUSPENSION OFFENSES.** Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out,

which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual pupil for the purpose of

having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

**2. NON-DISCRETIONARY SUSPENSION OFFENSES:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

**3. DISCRETIONARY EXPELLABLE OFFENSES:** Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or

harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

**4. NON-DISCRETIONARY EXPELLABLE OFFENSES:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or Director's designee's concurrence. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed. Committed or attempted to commit robbery or extortion.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- e) Possession of an explosive.

If it is determined by the Administrative Panel and/or WLC Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **C. SUSPENSION PROCEDURE**

Suspensions shall be initiated according to the following procedures:

#### **CONFERENCE**

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.



## **2. NOTICE TO PARENTS/GUARDIANS**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension, the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school and the procedures for appealing the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## **3. SUSPENSION TIME LIMITS/RECOMMENDATION FOR EXPULSION**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension or a maximum of 20 days per school year.

Upon a recommendation of expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

The teacher or teachers of each suspended student will provide the pupil with schoolwork in all core subjects during the term of the suspension. Assignments are given to the student on the day of suspension or may be picked up by the parent from the main office.

### **PROCEDURES FOR APPEALING A SUSPENSION**

The student, parent or guardian can appeal a suspension with a written request within 48 hours to the Executive Director.

## **D. AUTHORITY TO EXPEL**

The Director or designee will recommend expulsion for mandatory or discretionary offenses. An Administrative Panel appointed by the board will determine whether a student should be expelled. The Administrative Panel may decide to expel any student found to have committed an expellable offense. The Administrative Panel will consist of three to five certificated teachers from the school site who are not teachers of the pupil or teachers involved in the incident, and (1-2) Board members of the Charter School's governing board.

## **E. EXPULSION PROCEDURES**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's

- status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
  6. The right to inspect and obtain copies of all documents to be used at the hearing;
  7. The opportunity to confront and question all witnesses who testify at the hearing;
  8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
  9. The right to request reasonable accommodations and language support during the hearing.

#### **F. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony

heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **G. RECORD OF HEARING**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### **H. PRESENTATION OF EVIDENCE**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the WLC Board of Directors, which will make a final determination regarding the expulsion. The final decision by the WLC Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

#### **I. WRITTEN NOTICE TO EXPEL**

The Director or designee, following a decision of the WLC Board of Directors to expel, shall send written notice of the decision to expel, including the WLC Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

#### **J. DISCIPLINARY RECORDS**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

## **K. EXPULSION APPEALS PROCESS**

If a pupil is expelled, the student and/or the parent or guardian of the student may, within ten (10) calendar days following the decision of the Administrative Panel to expel, file a written appeal, requesting the Board to reconsider the expulsion determination. After receiving the formal written appeal, the Board shall hold the appeal hearing within twenty (20) school days. The members of the Board, who participated in the original expulsion hearing, will be excused from the appeal hearing. The Board shall hear the appeal of an expulsion order in closed session. During closed session, if the Board admits any representative of the pupil or the School, the Board shall, at the same time, admit representatives from the opposing party. The Board shall render a decision within three (3) school days of the hearing. The decision of the Board shall be final.

A student and/or parent who fail to appeal the original action of the Administrative Panel within the prescribed time may not subsequently appeal the decision and the original order of expulsion will be imposed.

The Board may adopt further rules and regulations establishing procedures for expulsion appeals, as long as they are consistent with this section. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a hearing date, the furnishing of notice to the pupil regarding the appeal, and the furnishing of a copy of the expulsion to the student's district of residence.

## **L. EXPELLED PUPILS/ALTERNATIVE EDUCATION**

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

## **M. REHABILITATION PLANS**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the WLC Board of Directors 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.

## **N. 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 WLC Board of Directors following a meeting with the Director or designee and the pupil and parent/guardian or representative 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 Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

## **O. SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES**

### **1. NOTIFICATION OF DISTRICT**

If a school of the District for purposes of special education, the Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a

disability or student that the Charter School or the District would be deemed to have knowledge that the student had a disability.

## **2. SERVICES DURING SUSPENSION**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

## **3. PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

## **4. DUE PROCESS APPEALS**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### **5. SPECIAL CIRCUMSTANCES**

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### **6. INTERIM ALTERNATIVE EDUCATIONAL SETTING**

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### **7. PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES**

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

- **IN SCHOOL SUSPENSIONS** will be limited to 5 consecutive days per incident and 20 total days during the school year. *Students are assigned to a 'suspension' classroom where they are separated from other students and supervised by paraprofessional.* Students complete schoolwork and tests missed during the suspension. Each student is responsible for contacting his or her teacher to receive assignments to be completed while the pupil is assigned to the supervised suspension classroom. The teacher shall provide all assignments and tests that the pupil will miss while suspended. If no classroom work is assigned, the person supervising the suspension classroom assigns work.
- At the time a student is assigned to the supervised suspension classroom, a school employee shall notify, in person or by telephone, the student's parent or guardian. Whenever a pupil is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify, in writing, the pupil's parent or guardian.

## **Element 11: Employee Retirement Systems**

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

### **STATE TEACHERS’ RETIREMENT SYSTEM (STRS)**

All full-time certificated Watts Learning Center teachers are covered by STRS. All teacher contributions are matched by Watts Learning Center and all withholdings are sent to STRS as required. All contributions are deducted through the Human Resource System (HRS) managed by LACOE. All contributions and reconciliations of STRS is processed and managed by the Los Angeles County Office of Education and reports are sent to Watts Learning Center for verification. The Charter School is obliged to continue participation in STRS for the duration of the charter school’s existence under the same County-District-School code.

### **PUBLIC EMPLOYEES’ RETIREMENT SYSTEM (PERS)**

All employees other than certificated teachers are covered by PERS. All employee contributions are matched by Watts Learning Center and all withholdings are sent to PERS as required. All contributions are deducted through the Human Resource System (HRS) managed by LACOE. All contributions and reconciliations of PERS is processed and managed by the Los Angeles County Office of Education and reports are sent to Watts Learning Center for verification. The Charter School is obliged to continue participation in PERS for the duration of the charter school’s existence under the same County-District-School code.

### **MEDICARE**

All employees will pay the required percentage of Medicare



## Element 12: Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

### **PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

The Parent-Student Handbook informs parents and students that the Watts Learning Center is a school of choice. Families are free to seek alternatives that include other charter schools, schools within the LAUSD, or inter-district transfers, if available, within the county.

### Element 13: Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

## Element 14: Mandatory Dispute Resolution

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

*The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, 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 Charter School shall be resolved in accordance with the procedures set forth below:*

- 1) Any Dispute shall be communicated 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 p.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.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

To Charter School:

Watts Learning Center  
c/o School Director  
310 West 95<sup>th</sup> Street  
Los Angeles, CA 90003

- 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 mediation. Each party shall bear its own attorneys’ fees, costs

and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

## Element 15: Charter School Closure Procedures

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

### **REVOCATION OF THE CHARTER**

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

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

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

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

### **CLOSURE ACTION**

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised

08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.



8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

#### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## **ADDITIONAL PROVISIONS**

### **Facilities**

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District 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 District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter.

Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District 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 District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District 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 District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District 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 District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily

attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

- (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**

- (i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
- (ii) **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 the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District 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.
- (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it 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 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.

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any

limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. 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.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies 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 Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as

named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
5. Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

#### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

#### **FISCAL MATTERS**

##### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the



law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third-party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **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 its 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 the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School 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 Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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.

#### **Internal Fiscal Controls**

Charter School shall develop and maintain sound internal fiscal control policies governing all financial activities.

#### **Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

#### **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

The President of the WLC Board, The WLC Board Treasure, the Executive Director and Director will serve as the school's closure agent(s) in the event that the school closes.

## ADDENDUM

### ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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*Watts Learning Center (also referred to herein as “WLC” and “Charter School”) shall:*

- *Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)*
- *Not charge tuition. (Ed. Code § 47605(d)(1).)*
- *Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)*
- *Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)*
- *Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)*
- *Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)*
- *If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)*
- *Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)*
- *Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)*

*Charter School hereby declares that Charter School, operated by or as its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.*

*NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations above. The DRL should be highlighted in gray within each Charter element or*

section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

## *Element 1 – The Educational Program*

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

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

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

### **LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

### **ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

### **MATHEMATICS PLACEMENT**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

### **TRANSITIONAL KINDERGARTEN**

*Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.*

### **HIGH SCHOOL EXIT EXAMINATION**

*Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.*

### **WASC ACCREDITATION**

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

### **ENGLISH LEARNERS**

*Charter School shall identify potential English Learners (ELs) in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.*

*On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:*

- How English Learners' needs will be identified*
- What services will be offered*
- How, where, and by whom the services will be provided*
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services*

*Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.*

*Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.*

*Charter School shall reclassify English Learners in accordance with federal and state requirements.*

*Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.*

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

*Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.*

### **Special Education Program**

*Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.*

*Prior to LAUSD Board of Education approval, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.*

### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

### **Modified Consent Decree Requirements**

*All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is*

*an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically 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 Individualized Education Programs ("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, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:*

- *End of Year Suspension*

*District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.*

- *Statewide Assessment Data*

*The standard file including District ID.*

- *Norm day*

*District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.*

- *CBEDS*

- *All Students enrolled as of December 1 of each school year*

*District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.*

- *Dropout*

*District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district*

- *Monthly SESAC and Suspension data*

- *Graduation roster from all charter schools with 12th grade students with disabilities*

*The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.*

## *Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured*

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

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

*Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.*

### **STANDARDIZED TESTING**

*Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.*

## *Element 4 – Governance*

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

### **GENERAL PROVISIONS**

*As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.*

*Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.*



*Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.*

*The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).*

### **LEGAL AND POLICY COMPLIANCE**

*Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.*

*Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.*

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

*Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest, and shall otherwise enter into all transactions and conduct business with all persons and entities, including related parties, at arm's length.*

*Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.*

### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

*Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.*

*Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.*

*Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter*

*School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.*

*Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.*

*Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.*

*Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.*

### **RESPONDING TO INQUIRIES**

*Charter School, including its nonprofit corporation shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.*

*If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.*

*Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.*

### **NOTIFICATION OF THE DISTRICT**

*Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.*

### **STUDENT RECORDS**

*Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of*

*Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.*

### **PARENT ENGAGEMENT**

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

### **FEDERAL PROGRAM COMPLIANCE**

*As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.*

### **Element 5 – Employee Qualifications**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

*Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.*

## *Element 6 – Health and Safety Procedures*

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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

*Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.*

*If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.*

*Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.*

*Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).*

*Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.*

*Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.*

*Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.*

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

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

*Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.*

*Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.*

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

*Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.*

*Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.*

### **SAFE PLACE TO LEARN ACT**

*Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.*

## ***Element 7 – Means to Achieve Racial and Ethnic Balance***

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

### **COURT-ORDERED INTEGRATION**

*Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration*

Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

*The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.*

## ***Element 8 – Admission Requirements***

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

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

### **HOMELESS AND FOSTER YOUTH**

*Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.*

*Charter School shall comply with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.*

### **NON-DISCRIMINATION**

*Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code,*



or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

## *Element 9 – Annual Financial Audits*

**“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).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School's Calendar
- h. Statistical Report – monthly according to Charter School's Calendar of Reports

In addition:

- P1, first week of January
  - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District

## *Element 10 – Suspension and Expulsion Procedures*

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

## **GENERAL PROVISIONS**

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

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

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

*Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.*

### **STUDENTS WITH DISABILITIES**

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

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

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

### **NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed



- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address 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 Charter School's failure to implement 504 Plan?

*Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).*

## **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

## **REHABILITATION PLANS**

*Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.*

## **READMISSION**

*Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. 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 and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.*

## **REINSTATEMENT**

*Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.*

## **GUN-FREE SCHOOLS ACT**

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

### *Element 11 – Employee Retirement Systems*

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

*Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.*

*If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.*

*If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.*

### *Element 12 – Public School Attendance Alternatives*

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

*Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.*

*A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.*

### *Element 13 – Rights of District Employees*

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

*Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.*

## ***Element 14 – Mandatory Dispute Resolution***

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

*The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, 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 Charter School shall be resolved in accordance with the procedures set forth below:*

- 5) Any Dispute shall be communicated 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 p.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.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

*Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017*

*Director/Principal  
Charter School  
[See Element 14]*

- 6) 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.

- 7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 8) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

## *Element 15 – Charter School Closure Procedures*

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

### **REVOCATION OF THE CHARTER**

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

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

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

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

### **CLOSURE ACTION**

*The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.*

### **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

#### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

#### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

- 9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.*
- 10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.*
- 11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.*

- 12. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.*
- 13. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.*
- 14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.*
- 15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.*
- 16. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.*

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

- 5. The effective date of the closure of Charter School*
- 6. The name(s) and contact information for the person(s) handling inquiries regarding the closure*
- 7. The students' school districts of residence*
- 8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements*

In addition to the four required items above, notification of the CDE shall also include:

- 3. A description of the circumstances of the closure*
- 4. The location of student and personnel records*

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

- 4. Information on how to enroll or transfer the student to an appropriate school*

5. *A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results*
6. *Information on student completion of college entrance requirements, for all high school students affected by the closure*

*Notification of employees and vendors shall include:*

4. *The effective date of the closure of Charter School*
5. *The name(s) and contact information for the person(s) handling inquiries regarding the closure*
6. *The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment*

*Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.*

#### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

10. *Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.*
11. *Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.*
12. *Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.*

13. *Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.*
14. *Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.*
15. *Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).*
16. *Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.*
17. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
18. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

#### Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

4. *An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.*
5. *An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.*
6. *An assessment of the disposition of any restricted funds received by or due to Charter School.*

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or



liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

5. *Preliminary budgets*
6. *Interim financial reports*
7. *Second interim financial reports*
8. *Final unaudited reports*

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

*For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.*

#### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

5. *Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.*
6. *The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.*
7. *The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.*
8. *The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.*

*If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.*

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.*
- e. Make final federal tax payments (employee taxes, etc.)*
- f. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).*

*This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.*

## *Additional Provisions*

### **FACILITIES**

#### **District-Owned Facilities**

*If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District 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 District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.*

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District 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 District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District 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 District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District 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 District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) 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 the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District 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.
  - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it 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 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.

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. 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.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies 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 Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or

*better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.*

*It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.*

*The following insurance policies are required:*

- 6. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.*
- 7. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.*
- 8. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.*
- 9. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.*
- 9. Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.*
- 10. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.*
- 11. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.*
- 12. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.*
- 13. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.*

*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."*

*Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.*

*Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.*

### **Hold Harmless/Indemnification Provision**

*To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.*

### **FISCAL MATTERS**

#### **District Oversight Costs**

*The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to*

*exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.*

### **Cash Reserves**

*Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.*

### **Third Party Contracts**

*Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.*

### **Special Education Revenue Adjustment/Payment for Services**

*In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.*

### **Student Body Funds**

**Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.**

### **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 its 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 the District, among other things, monitors the fiscal condition of Charter School.*
- *The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School 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 Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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.

#### **Internal Fiscal Controls**

Charter School shall develop and maintain sound internal fiscal control policies governing all financial activities.

#### **Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

#### **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)