



Watts Learning Center Charter Middle School

Second Renewal Charter Petition

**8800 South San Pedro Street
Los Angeles, CA 90003**

A Public Middle School

Term: July 1, 2019 to June 30, 2024

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

December 10, 2018

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Assurances, Affirmations, and Declarations

Watts Learning Center Charter Middle School (also referred to herein as “WLCCMS” 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); Ed. Code § 220.)
- 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 as or by 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* section 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 (2013) (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 local control and accountability plan and annual update to the local control and accountability plan.” (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 all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

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 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 core academic 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, upon request, 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 (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific 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 of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, 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 applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

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, SSIS 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, SSIS 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, SSIS 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, SSIS 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.

<u>GENERAL INFORMATION</u>	
• The contact person for Charter School is:	Miguel Gamboa
• The contact address for Charter School is:	8800 South San Pedro Street, Los Angeles, CA 90003
• The contact phone number for Charter School is:	323-565-4800
• The proposed address or zip Code(s) of the target community to be served by the Charter School is	90003
• This location is in LAUSD Board District:	7
• This location is in LAUSD Local District:	South
• The grade configuration of Charter School is:	6-8
• The number of students in the first year will be:	420
• The grade level(s) of the students in the first year will be:	6-8
• Charter School's scheduled first day of instruction in 2019-2020 is:	August 14, 2019
• 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.)	420
• 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:	7:45 am-3:30 pm
• The term of this Charter shall be from:	July 1, 2019 to June 30, 2024

COMMUNITY NEED FOR CHARTER SCHOOL

CHANGES IN PERFORMANCE ACCOUNTABILITY –A REVIEW

In 2010, California adopted the English Language Arts and Mathematics Common Core State Standards (CCSS). Over the subsequent years, there have been many changes to performance accountability over the last 8 years with most of those occurring within the last five years. Following is a summary which is included to provide a context or background on the changes in the way California currently evaluates its k-12 schools. This summary is followed by a thorough presentation of the Charter School's Performance during the current charter term.

2013

- California ended its Standardized Testing and Reporting (STAR) program in 2013. The California Standard Tests (CST) assessed students' achievement of standards in English Language Arts, Mathematics, History-Social Studies, and Science.
- The Local Control Funding Formula (LCFF) was signed into law along with a new accountability system. This led to the development of Evaluation Rubrics designed to measure local educational agencies' (LEAs) and schools' strengths, weakness, and areas needing improvement. The components of the Evaluation Rubrics are reported to the public through the **California School Dashboard**, a website for the educators, parents, and the public.
 - Academic performance in English Language Arts and Mathematics
 - Chronic Absences –not yet implemented
 - Suspension Rate
 - English Learner Progress Indicators
 - College/Career Indicator—not applicable to WLCCMS
 - Graduation Rate—not applicable to WLCCMS
- Field Tests for the Smarter Balance Assessment Consortium (SBAC) were administered. The SBAC measures students' performance or achievement of Common Core State Standards in ELA and Mathematics.

2014

- In 2014, STAR was replaced by the California Assessment of Student Performance and Progress (CAASPP) System. The following areas are or will be assessed in this system:
 - English Language Arts, Mathematics, Science, Reading in Spanish, English Language Proficiency Assessments for California (ELPAC). The ELPAC will replace the California English Language Development Test CELDT.
 - The primary purpose of the CAASPP System is to assist teachers, administrators, students, and parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types.
- As required by No Child Left behind, the California Standards Test for science will continue to be administered
- California adopted Mathematics programs for grades K-8. They included 3 program types: Basic Grade Level, Algebra 1 and Mathematics 1.

2015

- Spring of 2015—Annual SBAC administered to California Students in grades 3 – 8 and grade 11
- December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), reauthorizing the federal Elementary and Secondary Education Act (ESEA) and replacing the No Child Left Behind Act (NCLB), the 2001 reauthorization of ESEA.
- California adopted ELA/ELD instructional materials: Basic Grade-Level, and intervention

2017

- Spring Dashboard released School and LEA Dashboards were released the spring and fall of 2017. The spring Dashboard reported performance on indicators for the 2015-2016 school year. The fall Dashboard was based on performance on indicators for the 2016-2017.
- Fall Dashboard released
- Field tests for the ELPAC administered
- California adopted History-Social Science instructional materials.

SUMMARY AND ANALYSIS OF PERFORMANCE 2015—2018

During the current charter term, Watts Learning Center Charter Middle School has shown continuous improvement in local and state indicators. The following tables, charts, and narrative provide data and explanations on Charter School's performance.

The Smarter Balanced Assessment Consortium (SBAC) assesses students' achievement of the Common Core State Standards (CCSS) in English Language Arts and Mathematics. The SBAC uses a computer adaptive format to determine what students know. Questions get harder when students answer correctly and easier when they answer incorrectly. After students take the Smarter Balanced assessments, their results are reported as scaled scores and achievement levels. Students scale scores are vertical so that individual student and grade level growth can be compared over time. The following table illustrates the amount of change that occurred in student achievement from one grade level to the next. This table displays the Scale for each grade and the difference of the grade's score from the Standard Met Scale Score. This table answers the question "What was the scale score for each grade each year?" In What achievement Level was the Mean Scale Score for each grade? What was the distance of the Scale Score from the level 3 scale score?

TABLE 1 SCALE SCORES


YEAR	2014-2015	2015-2016	2016--2017	2017-2018
GRADE 6	ELA STANDARD MET SCALE SCORE RANGE 2531—2617			
SCALE SCORE GRADE 6	STANDARD NOT MET 2455.4	STANDARD NEARLY MET 2475.3	STANDARD NEARLY MET 2472.1	STANDARD NEARLY MET 2497.3
+ OR -DISTANCE FROM STANDARD MET THRESHOLD	-75.6	-55.7	-58.9	-33.7
GRADE 7	ELA STANDARD MET SCALE SCORE RANGE 2552—2648			
SCALE SCORE GRADE 7	STANDARD NOT MET 2465.0	STANDARD NOT MET 2476.8	STANDARD NEARLY MET 2494.9	STANDARD NEARLY MET 2483.7
+ OR -DISTANCE FROM STANDARD MET THRESHOLD	-87	-75.2	-57.1	-68.3
GRADE 8	ELA STANDARD MET SCALE SCORE RANGE 2567—2667			
SCALE SCORE GRADE 8	STANDARD NEARLY MET 2500	STANDARD NEARLY MET 2505.9	STANDARD NEARLY MET 2507.9	STANDARD NEARLY MET 2504.2
+ OR -DISTANCE FROM STANDARD MET THRESHOLD	-67	-61.1	-59.1	-62.8

Source: <http://dq.cde.ca.gov/dataquest/> SBAC reports-

- FROM 2017 TO 2018 GRADE SIX SCALE SCORE WAS 33.7 POINTS FROM LEVEL 3. THIS WAS A MOVEMENT OF +25 POINTS TO MEETING STANDARD.
- GRADE 7 PERFORMED BEST IN 2017 WITH A SCALE SCORE OF 2494 AND A DISTANCE OF 57.1 POINTS FROM LEVEL 3.
- GRADE 8 ALSO PERFORMED BEST IN 2017 WITH A SCALE SCORE OF 2507 WHICH IS -59.1 POINTS FROM LEVEL 3 —STANDARD MET.
- THIS CHART IS ALSO USEFUL IN TRACKING PROGRESS OVERTIME. FOR EXAMPLE, SIXTH GRADE STUDENTS IN 2015 HAD A SCALE SCORE OF 2455.4, (STANDARD NOT MET. IN 2016, WHEN 7TH GRADERS, THE SCALE SCORE WAS 2476.8 (STANDARD NOT MET), IN 2017, AS EIGHTH GRADERS, THEIR SCALE SCORE WAS 2507.9 (STANDARD NEARLY MET)

TABLE 2 FALL 2017 DASHBOARD

THE FOLLOWING INFORMATION WAS COPIED FROM THE FALL 2017 DASHBOARD. THE DASHBOARD SHOWS THAT THE SCHOOLS PERFORMANCE SCHOOLWIDE (ALL STUDENTS GRADES 6 – 8) WAS 57.7 BELOW LEVEL 3 (STANDARD NEARLY MET).

State Indicators	All Students Performance	Status	Change
English Language Arts (3-8)		Low 57.7 points below level 3	Increased +7.8 points

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

SOURCE 2017: <https://www.caschooldashboard.org/#/HOME>

The following table contains schoolwide and grade level achievement for Charter School and comparison schools within a radius of 2 miles. Included are all resident schools identified by District. The performance of grade 6

students at district elementary schools are included as a way to evaluate educational opportunities for students at this grade level.

TABLE 3—ELA DATA FOR SCHOOL YEARS 2015—2018

COMPARISON TO RESIDENT SCHOOLS

ACHIEVEMENT LEVELS.	% Standard Exceeded/Met								% Standard Nearly Met				% Standard Not Met			
YEARS COMPARED	2015		2016		2017		2018		2015	2016	2017	2018	2015	2016	2017	2018
WLCCMS Schoolwide	1	13	2	16	3.38	20.26	4.90	23.20	36	35	34.81	29.64	51	47	41.56	42.27
WLCCMS Gr. 6	1	13	3	22	2.13	25.53	10.11	24.72	36	43	30.85	33.71	50	40	41.49	31.46
WLCCMS Gr. 7	1	8	2	11	3.50	20.28	3.25	25.68	34	34	34.27	27.27	58	52	41.96	44.81
WLCCMS Gr. 8	1	17	2	18	4.05	16.89	3.45	20.69	37	35	37.84	29.66	44	45	41.22	46.21
Bethune Schoolwide	2	17	2	20	3.62	19.73	2.38	19.01	30	24	26.50	25.10	51	51	50.14	53.52
Bethune 7	1	17	2	20	2.61	19.55	2.32	19.34	25	24	27.00	28.05	57	54	50.84	50.29
Bethune 8	2	18	5	24	4.69	19.92	2.43	18.69	35	23	25.89	22.24	45	48	49.41	56.64
Bret Harte Schoolwide	1	11	0	6	.52	5.03	0.00	7.21	20	20	17.53	16.83	67	73	76.91	75.95
Bret Harte 6	0	8	0	3	0.52	7.25	0.00	7.08	21	20	17.10	20.35	71	77	75.13	72.57
Bret Harte 7	0	7	0	7	0.00	3.30	0.00	9.35	19	14	13.74	15.89	73	79	82.97	74.77
Bret Harte 8	1	19	1	8	1.00	4.48	0.00	4.65	22	25	21.39	15.70	58	66	73.13	79.65
Drew Schoolwide	1	11	1	12	1.12	12.28	3.76	15.86	20	23	20.84	19.49	68	64	65.76	60.89
Drew 7	1	11	1	11	1.42	15.57	4.84	15.95	19	19	17.69	20.80	69	69	6.33	58.40
Drew 8	1	11	1	14	0.79	8.64	2.80	15.78	20	27	24.35	18.32	68	58	66.23	63.10
Gompers Schoolwide	1	9	1	11	1.58	18.10	2.91	17.96	25	20	21.72	27.67	64	68	58.60	51.46
Gompers 6	1	7	1	5	0.00	11.11	.74	15.44	15	11	19.44	25.74	77	83	69.44	58.09
Gompers 7	0	6	2	11	1.84	16.56	3.94	22.83	22	15	25.77	22.83	72	72	55.83	50.39
Gompers 8	3	13	1	17	234	23.98	4.03	16.11	35	31	19.30	33.56	50	52	54.39	46.31
Animo J.B. Taylor Sch.	1	17	5	23	2.83	22.17	3.04	20.65	30	34	31.30	31.95	52	38	43.70	44.35
Grade 6	0	16	7	24	1.95	21.43	2.58	17.42	35	29	27.92	29.03	50	40	48.70	50.97
Grade 7	1	19	4	19	3.16	23.42	1.95	2532	27	36	32.91	27.27	53	41	40.51	45.45
Grade 8	NA	NA	5	24	3.38	21.62	4.64	19.21	NA	37	33.11	39.74	NA	35	41.89	36.42
Knox Elem. Grade 6	0	9	6	14	6.94	12.50	3.51	28.07	27	20	30.56	19.30	64	60	50.00	49.12
South Park Elem. Grade	1	17	3	24	8.47	23.73	3.36	19.33	31	27	25.42	32.77	51	46	42.37	44.54
93rd Street School Gr. 6	8	18	0	16	8.57	14.29	6.41	21.79	23	27	31.43	30.77	52	57	45.71	41.03
96th Street School Gr. 6	2	23	10	28	4.11	16.44	4.76	22.22	45	22	36.99	19.05	30	40	42.47	53.97
	EX	Met	EX	Met	EX	Met	EX	Met	Source: http://dq.cde.ca.gov/dataquest/ SBAC reports-							

1. IN ELA, CHARTER SCHOOL HAS MADE CONSISTENT INCREMENTAL IMPROVEMENT EACH YEAR SINCE 2015.
2. IN 2017, 23.64% OF WLCCMS STUDENTS PERFORMED AT LEVELS 3 AND 4. THIS IS AN IMPROVEMENT OF 5.64 POINTS OVER 2016 AND 9 POINTS OVER 2015. TWENTY-FIVE PERCENT (25%) OF ANIMO STUDENTS ACHIEVED AT LEVELS 3 & 4. THIS WAS 1.36 PERCENTAGE POINTS HIGHER THAN WLCCMS. WLCCMS WAS .29% POINTS HIGHER THAN BETHUNE AND 6.65 PERCENTAGE POINTS HIGHER THAN DREW.
3. IN 2018, 28.10% OF WLCCMS'S ACHIEVED AT LEVELS 3 AND 4, AN INCREASE OF 4.46% PERCENT OVER 2017. THIS IS HIGHER THAN ALL COMPARISON SCHOOLS. WLCCMS ALSO HAD THE LOWEST PERCENTAGE OF STUDENTS IN LEVEL 1—NOT MEETING STANDARDS. STUDENTS AT LEVEL 1 ARE PERFORMING TWO (2) OR MORE YEARS BELOW GRADE LEVEL.
4. IN 2017 AT GRADE 6, WLCCMS HAD 23.64% OF STUDENTS EXCEEDING OR MEETING STANDARDS. THIS WAS EXCEEDED ONLY BY SOUTH PARK ELEM. AT 32.20%. IN 2018 34.83% OF WLCCMS'S GRADE 6 OF WERE AT LEVELS 3 & 4, EXCEEDING ALL COMPARISONS.
5. 30% OF STUDENTS PERFORMED AT LEVEL 2, WHICH IS WITHIN 1 YEAR OR LESS OF GRADE LEVEL.
6. IN 2017, 48.35% OF ALL STUDENTS STATEWIDE AT MIDDLE SCHOOL MET OR EXCEEDED ELA STANDARDS.
7. DISTRICT SCHOOLS HAD AN AVERAGE OF 40.11 % OF STUDENTS IN GRADES 6, 7, AND 8 THAT MET OR EXCEEDED ELA STANDARD.

SOURCE: SBAC REPORTS <http://dq.cde.ca.gov/dataquest/> GRADE 6, 39.45%, GRADE 7, 41.27%, AND GRADE 8, 39.52%

TABLE 4—NEWS RELEASE CDE, OCT. 2, 2018

CALIFORNIA--% OF 6,7,8 GRADE STUDENTS
MEETING & EXCEEDING STANDARDS

Grade	2015	2016	2017	2018
6	42	48	47.03	47.84
7	44	48	49.4	50.15
8	45	48	48.61	49.12

TABLE 5 ELA PARTICIPATION RATE—TARGET 95%

	2015	2016	2017	2018
NUMBER ENROLLED	346	365	386	388
NUMBER TESTED	340	362	385	388
NUMBER WITH SCORES	321	369	385	388
% TESTED	98	99	99.7	100
% WITH SCORES	92	99	99.7	100

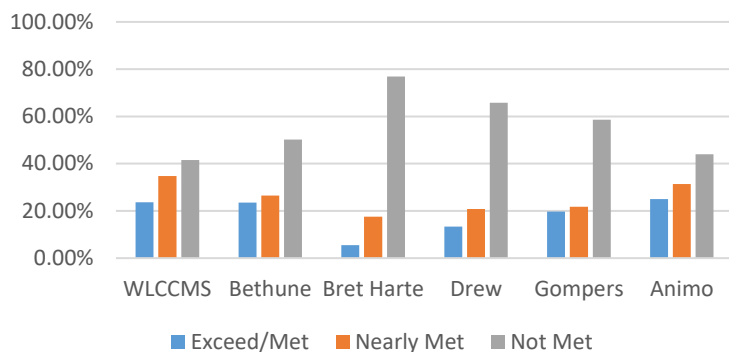
SOURCE: SBAC REPORTS <http://dq.cde.ca.gov/dataquest/>

THE PARTICIPATION RATE WAS ABOVE 95% EACH YEAR. THE PERCENT OF VALID SCORES IN 2015, WAS RELATED TO THE NOVELTY OF THE COMPUTER BASED TESTING. EIGHT PERCENT OF TESTED STUDENTS DID NOT PROPERLY SUBMIT THEIR TESTS.

CHART: 1

SOURCE: SBAC REPORTS <http://dq.cde.ca.gov/dataquest/>

ELA-- 2017 Comparison Middle School



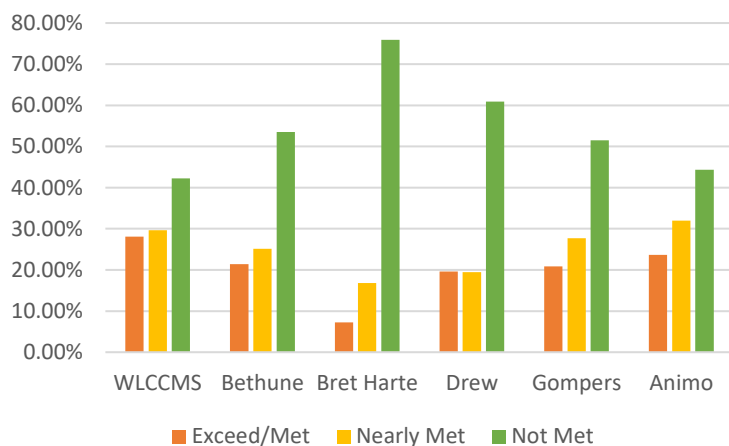
2017 COMPARISON CHART 1

THIS CHART SHOWS A GRAPHIC REPRESENTATION OF CHARTER SCHOOLS' PERFORMANCE COMPARED TO OTHER MIDDLE SCHOOLS.

1. TWENTY-THREE PERCENT (23.64%) OF STUDENTS AT WLCCMS, BETHUNE, WERE AT LEVELS 3 AND 4. ANIMO J. B. TAYLOR WAS SLIGHTLY HIGHER AT 25%. LOWER WERE GOMPERS AT (21%). DREW AND HARTE WERE SIGNIFICANTLY LOWER AT 13.40% & 5.5% RESPECTIVELY.
2. THIRTY PERCENT (30%) OF WLCCMS'S WERE AT LEVEL 2, NEARLY MEETING STANDARD. ANIMO HAD 31%.
3. WLCCMS HAD THE LOWEST PERCENTAGE AT, LEVEL 1, NOT MEETING STANDARD.

Chart 2 SOURCE: SBAC REPORTS <http://dq.cde.ca.gov/dataquest/>

ELA--2018 Comparison Middle School



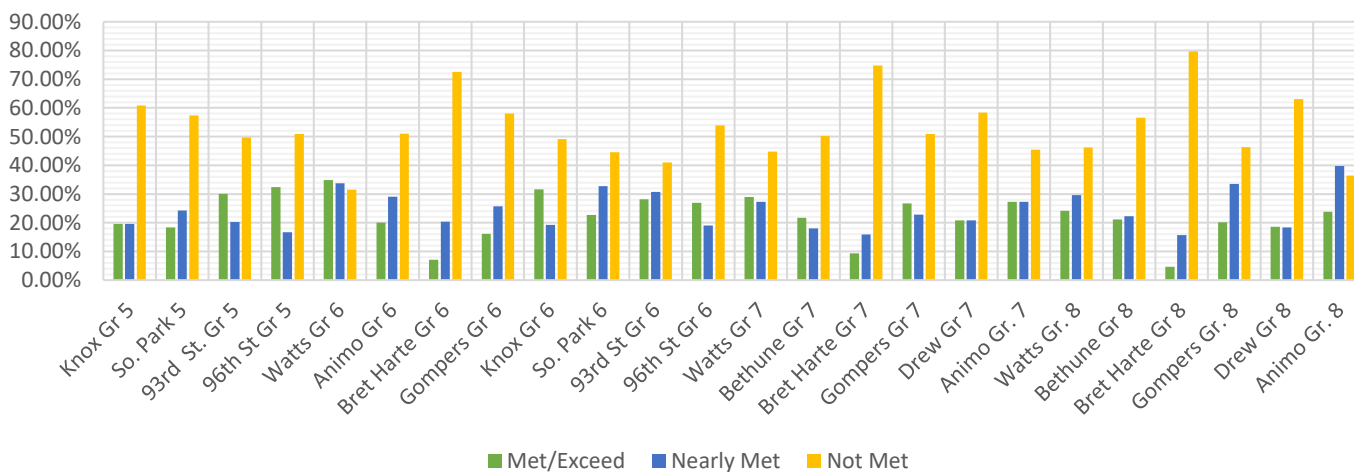
2018 COMPARISON CHART 2

1. WITH 28.10% OF STUDENTS MEETING OR EXCEEDING STANDARDS, WLCCMSCMS PERFORMED BETTER THAN ALL COMPARISON SCHOOLS.
2. 29.64% OF CHARTER SCHOOL'S STUDENTS NEARLY MET STANDARD. COMBINING LEVELS 3 & 4, WATTS HAD THE LARGEST PERCENTAGE OF STUDENTS PERFORMING AT LEVELS 2, 3, AND 4 AND THE LOWEST PERCENTAGE (42.27%) OF STUDENTS PERFORMING AT LEVEL 1.
3. BOTH CHARTERS, WLCCMS AND ANIMO, PERFORMED BETTER THAN DISTRICT MIDDLE SCHOOLS. WATTS HAD THE LOWEST PERCENTAGE OF STUDENTS NOT MEETING STANDARD. SOURCE:

SOURCE: SBAC REPORTS <http://dq.cde.ca.gov/dataquest/>

CHART 3

Comparison of Resident Schools 2018 ELA Performance by Grade Level

SOURCE: SBAC REPORTS <http://dq.cde.ca.gov/dataquest/>

1. FIFTH GRADERS AT 96TH STREET PERFORMED BEST WITH 32.41% MEETING OR EXCEEDING STANDARD. NINETY-THIRD 93RD STREET HAD 30.07% AT LEVELS 3 AND 4. 19.61% OF STUDENTS AT KNOX MET OR EXCEEDED STANDARD AND 18.38% AT 93RD STREET MET OR EXCEEDED STANDARD.
2. WLCCMS OUTPERFORMED ALL COMPARISON SCHOOLS AT EACH GRADE LEVELS 6 – 8: GRADE 6--35%, GRADE 7--28% AND GRADE 8, 25%. AT 45%, WLCCMS AND ANIMO HAD FEWER STUDENTS NOT MEETING STANDARDS AT GRADE 7. FOR GRADE 8, ANIMO HAD MORE STUDENTS (39.74%) PERFORMING AT LEVEL 2 (NEARLY MEETING) AND FEWER (36%) AT LEVEL 1, NOT MEETING STANDARD.

SUMMARY COMPARING WLCCMS TO RESIDENT MEDIAN AND SIMILAR SCHOOLS

ENGLISH LANGUAGE ARTS

TABLE 19	SCHOOLWIDE MET/EXCEED	RESIDENT SCHOOLS MEDIAN	SIMILAR SCHOOL MEDIAN
2018	28.09%	21.13%	21.39%
2017	23.64%	21.45%	19.68%
2016	18.00%	16.00%	19.5%
2015	14.00%	16.00%	17.00%

SOURCE: DATA SET PREPARED BY LAUSD CHARTER SCHOOL DIVISION

- OVERTIME, WLCCMS HAS MADE STEADY GROWTH IN ELA AS COMPARED TO SIMILAR AND RESIDENT SCHOOLS

ENROLLMENT OVER TIME

The following table summarizes Charter School's enrollment during this term. Annual enrollment consists of the number of students primarily enrolled on Census Day, the first Wednesday in October.

TABLE 6 ENROLLMENT

Year	2014—2015		2015—2016		2016-2017		2017--2018	
Ethnicity	Enrollment	% of Total	Enrollment	% of Total	Enrollment	% of Total	Enrollment	% of Total
Black/ African-American	86	24.9%	68	18.5%	64	16.1%	47	11.8%
Hispanic or Latino	256	74%	295	80.2%	328	82.6%	351	87.8%
Total Enrollment	346*		368*		397*		400*	
English Learners	69	19.9%	91	24.7%	125	31.5%	97	24.3%
Economic Status	337	97.4%	360	97.8	385	97.0%	384	96.0%
Disability	23	6.6%	18	4.9%	26	6.5%	29	7.3%

SOURCE: <https://dq.cde.ca.gov/dataquest/> ENROLLMENT

*BALANCE OF STUDENTS WERE CLASSIFIED AS TWO OR MORE RACES.

1. THERE HAS BEEN A STEADY DECLINE IN THE ENROLLMENT OF BLACK STUDENTS OVER THE LAST 3 SCHOOL YEARS. THEREFORE, ENROLLMENT FOR 2018-2019 IS LOCAL DATA, NOT CALPADS

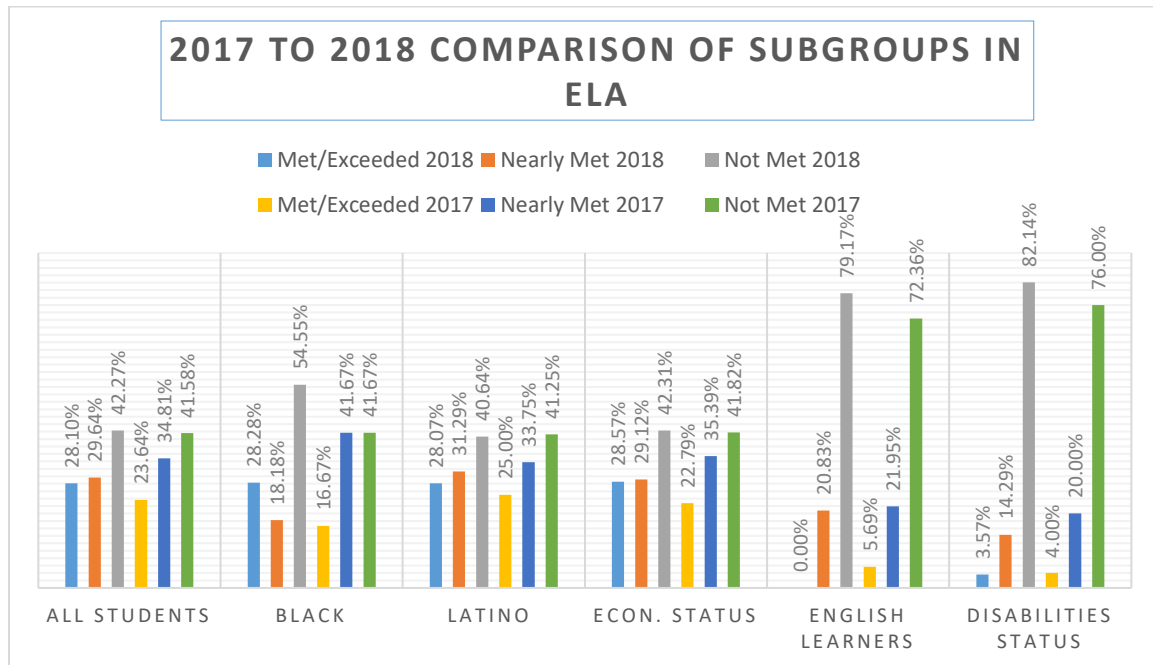
PERFORMANCE OF SUBGROUPS IN ELA

TABLE 7	% STANDARD EXCEEDED/MET								% STANDARD NEARLY MET				% STANDARD NOT MET			
YEARS COMPARED	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
ALL STUDENTS SCHOOLWIDE	1	13	2	16	3.38	20.26	4.90	23.20	36	35	34.81	29.64	51	47	41.56	42.27
Black Students Schoolwide	1	6	0	11	3.33	13.33	4.55	22.73	38	30	41.67	18.18	54	59	41.67	54.55
Grade 6	5	5	0	25	0.00	15.79	*	*	30	33	36.84	*	60	42	47.37	*
Grade 7	0	0	0	14	6.25	6.25	0.00	30.00	33	23	43.75	5.00	67	64	43.75	65.00
Grade 8	0	13	0	4	4.00	16.00	7.14	14.29	48	33	44.00	21.43	39	63	36.00	57.14
English Learners	0	0	0	3	0.00	5.69	0.00	0.00	13	23	21.95	20.83	88	74	72.36	79.17
Grade 6	0	0	0	8	0.00	10.00	0.00	0.00	0	29	16.67	27.27	100	63	73.33	72.73
Grade 7	0	0	0	0	0.00	7.27	0.00	0.00	18	25	18.18	24.44	82	75	74.55	75.56
Grade 8	0	0	0	4	0.00	0.00	0.00	0.00	13	13	31.58	15.00	87	83	68.42	85.00
Latino Students Schoolwide	1	15	3	18	3.44	21.56	4.97	23.10	34	35	33.75	31.29	50	45	41.25	40.64
Grade 6	0	16	4	22	2.67	28.00	10.1	25.32	39	33	29.33	32.91	45	41	40.00	31.65
Grade 7	1	11	2	11	3.20	21.60	3.73	23.88	33	36	33.60	30.60	56	50	41.60	41.79
Grade 8	1	19	3	22	4.17	17.50	3.10	20.93	34	35	36.67	31.01	46	41	41.67	44.96
Economic Status	1	13	2	16	2.95	19.84	5.22	23.35	35	35	35.39	29.12	52	47	41.82	42.31
Grade 6	1	13	3	22	1.11	23.33	10.34	24.14	35	34	32.22	33.33	50	40	43.33	32.18
Grade 7	1	8	2	11	2.84	20.57	3.50	25.17	34	35	34.04	27.97	57	52	42.55	43.36
Grade 8	1	17	2	19	4.23	16.90	3.73	20.90	36	35	38.73	27.61	47	44	40.14	47.76
Students with Disabilities	0	0	0	6	0.00	4.00	0.00	3.57	15	39	20.00	14.29	85	56	76.00	82.14
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Ex	Met	Ex	Met	Ex	Met	Ex	Met	* SCORES ARE NOT REPORTED FOR FEWER THAN 10 STUDENTS							

SOURCE: <https://dq.cde.ca.gov/dataquest/> SBAC REPORTS.

1. FOR THE YEARS 2015 THROUGH 2016, THE PERCENTAGE OF LATINO STUDENTS THAT EXCEEDED OR MET STANDARDS WAS CONSISTENTLY GREATER THAN ALL SUBGROUPS INCLUDING ALL STUDENTS SCHOOLWIDE. THEIR PERFORMANCE WAS 10% GREATER THAN BLACKS IN EACH OF THESE YEARS.
2. BLACK STUDENTS THAT MET OR EXCEEDED STANDARDS WAS 7% BELOW SCHOOLWIDE DURING THE 2015 TO 2017 SCHOOL YEARS. IN 2018, ACHIEVEMENT LEVEL OF BLACK STUDENTS WAS .82% LESS THAN SCHOOLWIDE AND .79% LESS THAN LATINO STUDENTS.
3. BECAUSE THE MAJORITY OF THE STUDENT BODY IS ECONOMICALLY DISADVANTAGED, THE ACHIEVEMENT LEVELS FOR THIS GROUP ARE ESSENTIALLY THE SAME AS SCHOOLWIDE PERFORMANCE.
4. ENGLISH LEARNERS AND STUDENTS WITH DISABILITIES HAVE PERFORMED LESS WELL THAN OTHER GROUPS. THESE GROUPS HAD THE LOWEST PERCENTAGE MEETING AND EXCEEDING STANDARDS AND THE HIGHEST PERCENTAGE NOT MEETING STANDARDS.

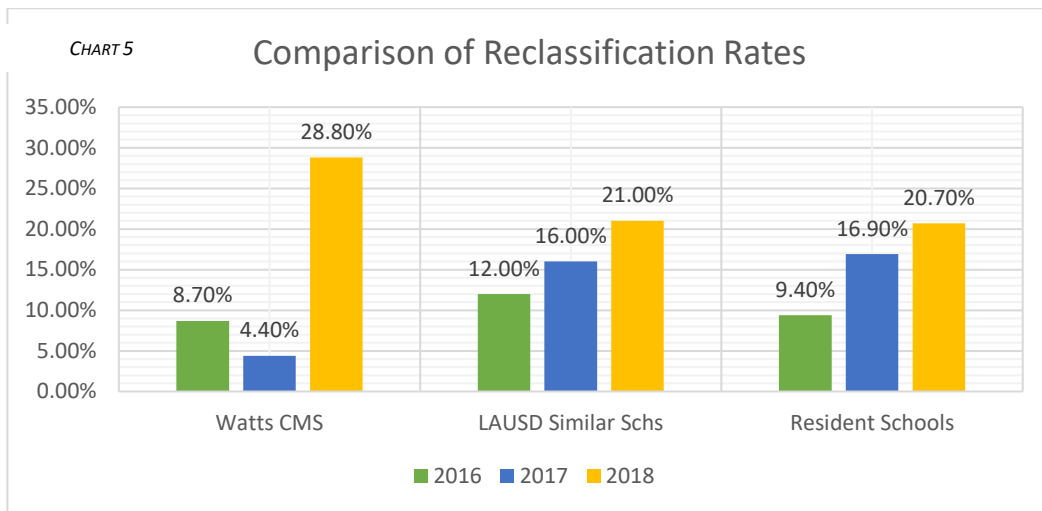
CHART 4



SOURCE: <https://dq.cde.ca.gov/dataquest/> SBAC REPORTS

1. COMPARISON OF SUBGROUP PERFORMANCE MEETING OR EXCEEDING STANDARDS 2017 TO 2018:
 - SCHOOLWIDE, THERE WAS AN INCREASE OF 4.46 PERCENTAGE POINTS OVER 2017 IN THE PERCENTAGE OF STUDENTS MEETING AND EXCEEDING STANDARDS
 - PERCENTAGE OF BLACK STUDENTS MEETING/EXCEEDING STANDARDS INCREASED 10.61 POINTS OVER 2017 --16.67% TO 27.28%. THIS WAS THE FIRST YEAR (2018) THAT THE LEVEL OF ACHIEVEMENT OF THIS GROUP ALMOST EQUALED ALL STUDENTS SCHOOLWIDE, LATINO STUDENTS, AND THE ECONOMIC STATUS GROUP.
 - WHEN COMPARED TO **ALL STUDENTS**, A GREATER PERCENTAGE OF BLACK STUDENTS DID NOT MEET STANDARDS. (54.55% BLACK STUDENTS VS 42.27% ALL STUDENTS.)
 - PERCENTAGE OF LATINO STUDENTS MEETING/EXCEEDING STANDARD INCREASED BY 3.07 POINTS TO 28.07%
 - PERCENTAGE OF ECONOMICALLY DISADVANTAGED MEETING/EXCEEDING STANDARDS INCREASED 5.78 POINT
 - PERCENTAGE OF ENGLISH LEARNERS MEETING/EXCEEDING STANDARDS IN 2018 WAS 0.00% IN 2018, A DECREASE OF 5.69% POINTS FROM 2017.
 - PERCENTAGE OF SWD DECREASED SLIGHTLY FROM 4.00% TO 3.57%
2. THERE WAS A SLIGHT INCREASE OF .69 POINTS IN THE PERCENTAGE OF STUDENTS NOT MEETING STANDARDS SCHOOLWIDE. HOWEVER, THERE WAS A 5% DECREASE IN THE NEARLY MEETING STANDARD AND A CONCOMITANT INCREASE IN THE PERCENTAGE OF STUDENTS MEETING AND EXCEEDING STANDARDS.
3. IN 2018, 0% OF ENGLISH LEARNERS MET OR EXCEEDED STANDARD. AS A RESULT, THERE IS NO BAR FOR ENGLISH LEARNERS FOR MET OR EXCEEDED STANDARD FOR 2018.
4. ALL SUBGROUPS EXCEPTING ENGLISH LEARNERS SHOWED IMPROVEMENT IN ELA. MOST STRIKING IS THAT 0.00% OF ELs MET OR EXCEEDED STANDARD AND THAT THIS WAS TRUE AT ALL GRADE LEVELS. PLEASE SEE THE DATA TABLE.

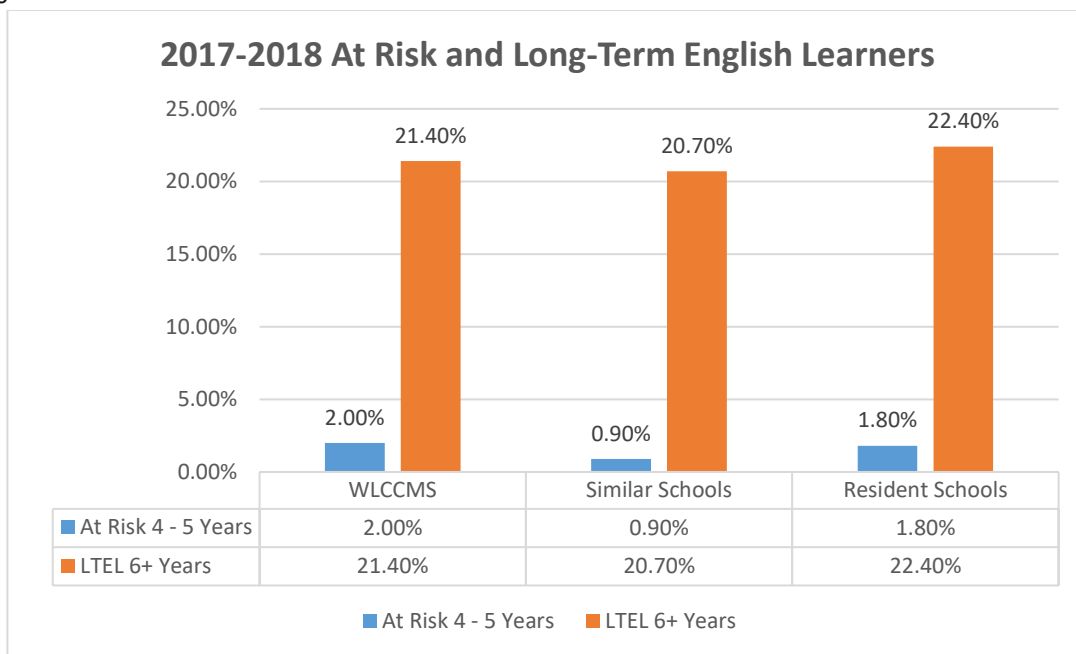
English Language Learners Reclassification



Source: <https://dq.cde.ca.gov/dataquest/>

CHARTER SCHOOL MADE DRAMATIC IMPROVEMENT IN 2017-2018. SCHOOL HAS IMPLEMENTED PROCEDURES TO ENSURE THAT STUDENTS WHO QUALIFY FOR RECLASSIFICATION ARE ENTERED IN CALPADS IN A TIMELY MANNER.

CHART 6



- THE CHART ABOVE INDICATES THAT 21.4% OF OUR ELs ARE LTELs AND THAT 2% ARE AT RISK. THERE WERE 64 LTEL 6+ YEARS, 6 STUDENTS AT RISK—4 TO 5 YEARS. CHARTER SCHOOL WAS SLIGHTLY HIGHER THAN SIMILAR SCHOOLS AND SLIGHTLY LESS THAN RESIDENT SCHOOLS.
- CHARTER SCHOOL HAD A GREATER PERCENTAGE OF AT RISK ENGLISH LEARNERS WHEN COMPARED TO SIMILAR SCHOOLS AND RESIDENT SCHOOLS.

FALL 2017 DASHBOARD REPORT--SUBGROUPS

This report shows the performance levels for SBAC English Language Arts for all student and all significant subgroups. It shows the **status**, 2017 average distance from level 3. The **change** in achievement is the 2017 average distance from Level 3 minus the 2016 average Distance from Level 3. Also see Table 1 which shows this information for each of the last four school years, 2015 – 2018. information for the period Status and change each have five possible levels, which is explained in the performance level legend at the bottom of the report.

TABLE: 8 ELA DASHBOARD FALL 2017 WLCCMS PERFORMANCE BY STUDENT GROUP

English Language Arts Assessment Report

Watts Learning Center Charter Middle - Los Angeles County






Enrollment: 397 Socioeconomically Disadvantaged: 97% English Learners: 31.5%

Dashboard Release:

Foster Youth: 1.8% Grade Span: 6-8 Charter School: Yes

Fall 2017

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		373	Low 57.7 points below level 3	Increased +7.8 points
English Learners		179	Very Low 92.9 points below level 3	Declined -3.1 points
Foster Youth		6	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		363	Low 59.1 points below level 3	Increased +6.1 points
Students with Disabilities		26	Very Low 112.3 points below level 3	Declined -13.5 points
African American		57	Low 56.4 points below level 3	Increased Significantly +27 points
American Indian		1	*	*
Asian		0	*	*
Filipino		0	*	*
Hispanic		311	Low 57.8 points below level 3	Increased +3.8 points

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

SOURCE [HTTPS://WWW.CASCHOOLDASHBOARD.ORG/#/HOME](https://www.caschooldashboard.org/#/HOME)

PERFORMANCE ON ELA CLAIMS?

TABLE 9 ELA CLAIMS PERFORMANCE ON ELA CLAIMS	% Above Standard				% At or Near Standard				% Below Standard			
	Grade Levels				Grade Levels				Grade Levels			
2015 Achievement by All Students & Grade Level	All	6	7	8	All	6	7	8	All	6	7	8
Reading: Understanding of Literary and Non-Fictional Texts	3	0	2	5	39	41	36	40	58	59	62	55
Writing: Producing Clear and Purposeful Writing	5	4	2	8	42	47	39	43	53	49	59	49
Listening: Understanding Spoken Communication	2	1	2	3	57	56	54	61	40	43	44	36
Researching: Investigating, Analyzing and Presenting Information	7	4	6	9	54	61	50	55	39	34	44	37
2016 Achievement by All Students & Grade Level	All	6	7	8	All	6	7	8	All	6	7	8
Reading: Understanding of Literary and Non-Fictional Texts	4	0	3	7	35	40	32	34	61	60	64	59
Writing: Producing Clear and Purposeful Writing	9	12	6	11	51	51	49	52	41	37	47	37
Listening: Understanding Spoken Communication	3	1	3	4	62	73	55	65	34	25	41	31
Researching: Investigating, Analyzing and Presenting Information	9	16	4	10	50	52	51	48	41	31	45	42
2017 Achievement--All Students & Grade level	All	6	7	8	All	6	7	8	All	6	7	8
Reading: Understanding of Literary and Non-Fictional Texts	6.97	5.56	6.38	8.45	42.36	36.67	46.10	42.25	50.67	57.78	47.52	49.30
Writing: Producing Clear and Purposeful Writing	6.70	5.56	9.22	4.93	51.74	41.11	56.74	53.52	41.55	53.33	34.04	41.55
Listening: Understanding Spoken Communication	4.83	4.44	3.55	6.34	63.27	64.44	55.32	70.42	31.90	31.11	41.13	23.24
Researching: Investigating, Analyzing and Presenting Information	10.99	12.22	11.35	9.86	49.06	50.00	51.77	45.77	39.95	37.78	36.88	44.37
2018 Achievement—All Students & Grade Level	All	6	7	8	All	6	7	8	All	6	7	8
Reading: Understanding of Literary and Non-Fictional Texts	7.14	11.49	5.59	5.97	40.66	43.68	43.36	35.82	52.20	44.83	51.05	58.21
Writing: Producing Clear and Purposeful Writing	9.94	16.28	9.15	6.72	47.79	43.02	52.11	46.27	42.27	40.70	38.73	47.01
Listening: Understanding Spoken Communication	5.22	5.75	3.50	6.72	61.26	72.41	55.24	60.45	33.52	21.84	41.26	32.84
Researching: Investigating, Analyzing and Presenting Information	18.68	26.44	15.38	17.16	44.23	49.43	41.96	43.28	37.09	24.14	42.66	39.55

CHART SOURCE: SBAC REPORTS <http://dq.cde.ca.gov/dataquest/>

CLAIM 1: READING: UNDERSTANDING LITERARY AND NON-FICTIONAL TEXTS.

THIS CLAIM ASSESSES THE CLUSTER OF STANDARDS THAT DESCRIBE CONCEPTS AND SKILLS THAT READERS MUST INDEPENDENTLY EMPLOY WHEN READING LITERARY AND INFORMATIONAL TEXT. FORTY-FIVE PERCENT (45%) OF THE SBAC COVERS VARIOUS LITERARY GENRES INCLUDING STORIES, POEMS AND PLAYS. FIFTY-FIVE PERCENT (55%) COVERS INFORMATIONAL TEXT INCLUDING BIOGRAPHIES, SCIENCE, SOCIAL STUDIES, AND TECHNICAL TEXTS/TOPICS.

- THE PERCENTAGE OF STUDENTS PERFORMING ABOVE STANDARDS INCREASED FROM 4% IN 2016 TO 6.97% IN 2017 TO 7.14% IN 2018. AT THE SAME TIME THE PERCENTAGE OF STUDENTS AT OR NEAR STANDARD INCREASED FROM 35% IN 2016 TO 42.36% IN 2017 BUT DECREASED TO 40.66% IN 2018. THE PERCENTAGE NOT MEETING STANDARD HAS AVERAGED 51.435% FOR 2017 AND 2018.
- THERE IS A NEED TO IMPROVE STUDENTS' ABILITIES TO INDEPENDENTLY READ GRADE LEVEL TEXT. 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, I.E., DECODING MULTI-SYLLABIC WORDS, MORPHOLOGY, SYNTAX, WORD REFERENTS, AND APPOSITIVES ACADEMIC LANGUAGE FIGURATIVE DEVICES, ETC. IN ADDITION, MANY STUDENTS HAVE NOT DEVELOPED THE HABIT OF THOUGHTFUL REFLECTIVE READING THOUGH THEY HAVE THE CAPABILITY WHEN PROMPTED AND GUIDED. THIS INDICATES THE NEED TO TEACH READING AS A PROCESS AND TO PROMPT MORE INDEPENDENT READING WITH FREQUENT STOPS TO CHECK FOR UNDERSTANDING. THIS PRACTICE IS ESPECIALLY IMPORTANT WHEN READING INFORMATIONAL TEXT.

CLAIM 2: WRITING: PRODUCING CLEAR AND PURPOSEFUL WRITING

THIS CLAIM REQUIRES THE STUDENT TO WRITE A WELL-ORGANIZED, DEVELOPED AND SUPPORTED PIECE OF WRITING FOR DIFFERENT PURPOSES AND AUDIENCES. THE FORMS INCLUDE NARRATIVE, INFORMATIONAL, EXPLANATORY AND ARGUMENTATIVE. TASKS INCLUDE BRIEF WRITES, REVISING, LANGUAGE AND VOCABULARY USE, EDITING AND, DEPENDING ON THE GRADE LEVEL, AN ARGUMENTATIVE OR EXPLANATORY PERFORMANCE TASK.

- IT IS INTERESTING TO NOTE THAT STUDENTS HAVE CONSISTENTLY PERFORMED SLIGHTLY BETTER IN THIS CLAIM AS COMPARED TO CLAIM 1. IN 2015, 5% WERE ABOVE STANDARD AND 42% AT OR NEAR STANDARD; 2016, 9% ABOVE STANDARD AND 51% AT OR NEAR; 2017, 6.70% ABOVE AND 51.74% AT OR NEAR; 2018 9.94% ABOVE AND 47.79% AT OR NEAR.
- THIS MAY INDICATE THE NEED FOR INSTRUCTION THAT HELPS STUDENTS TO DEVELOP MORE CAREFUL, REFLECTIVE CLOSE READING STRATEGIES. INSTRUCTION THAT ALSO DEVELOP STUDENTS' METALINGUISTIC KNOWLEDGE WILL ALSO IMPROVE THEIR ABILITIES TO READ COMPLEX TEXTS. THIS WILL LIKELY RESULT IN IMPROVED WRITING PERFORMANCE.

CLAIM 3: LISTENING: UNDERSTANDING SPOKEN INFORMATION

THIS CLAIM REQUIRES STUDENTS TO DEMONSTRATE THEIR ABILITY TO USE EFFECTIVE LISTENING SKILLS FOR DIFFERENT AUDIENCES AND PURPOSES.

- THE LARGEST PERCENTAGE OF STUDENTS ARE AT OR NEAR STANDARD IN CLAIM 3. THIS CLAIM ALSO HAS THE LOWEST PERCENTAGE NOT MEETING STANDARD. THIS LEVEL OF PERFORMANCE LIKELY INDICATES THAT STUDENTS ARE ABLE TO COMPREHEND GRADE LEVEL TEXTS WHEN READ TO THEM BUT ARE NOT ABLE TO READ TEXT INDEPENDENTLY AT OR NEAR GRADE LEVEL. THIS MAY ACCOUNT FOR THE DISCREPANCY BETWEEN PERFORMANCE ON CLAIM 1 AND 3. HOWEVER, IT IS CURIOUS THAT THE PERCENTAGE OF ABOVE STANDARD IS NOT EQUAL OR EXCEEDING THE SAME PERFORMANCE LEVEL CLAIM 1. PERHAPS STUDENTS NEED MORE FOCUSED INSTRUCTION AND PRACTICE IN LISTENING TO LITERATURE AND INFORMATIONAL TEXT.

CLAIM 4: RESEARCHING: INVESTIGATING, ANALYZING AND PRESENTING INFORMATION

STUDENTS DEMONSTRATE THEIR ABILITIES TO DO RESEARCH AND INQUIRY TO INVESTIGATE TOPICS AND TO ANALYZE, INTEGRATE AND PRESENT INFORMATION.

- AS COMPARED TO OTHER CLAIMS, STUDENTS HAVE PERFORMED BETTER IN THIS AREA THAN OTHERS. THE PERCENTAGE ACHIEVING ABOVE STANDARD HAS CONSISTENTLY BEEN ABOVE THE PERCENTAGES FOR CLAIMS 1, 2, AND 3.

CHANGE OVER TIME: SIXTH GRADE TO EIGHTH GRADE—2015 TO 2018

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 occurred in student achievement from one grade level to the next. They present the same information as Table 1, however, the percentage of students scoring at each performance level is included. Each table answers the question “What was the scale score for each grade each year?” Table 10 compares the ELA performance of grade 6 students when they were assessed in 2015 and shows how performance changed as they progressed to grade 7 and then to grade 8. These students are now in their second year of high school. It is important to note that the population or cohort of students is not the same. Notice that the number of students more than doubles in grade 7 and remains relatively stable through grade 8.

TABLE 10—CHANGE OVER TIME: SIXTH GRADE TO EIGHTH GRADE 2015 TO 2017

ENGLISH LANGUAGE ARTS/LITERACY	6 TH GRADE (2015)	7 TH GRADE (2016)	8 TH GRADE (2017)
MEAN SCALE SCORE	2455.4	2476.8	2507.9
STANDARD MET SCALE SCORE RANGE	2531-2617	2552-2648	2567-2667
+ OR –DISTANCE FROM STANDARD MET THRESHOLD	-75.6	-75.2	-59.1
% STANDARD EXCEEDED LEVEL 4	1%	2%	4.05%
% STANDARD MET: LEVEL 3	13%	11%	16.89%
% STANDARD NEARLY MET: LEVEL 2	36%	34%	37.84%
% STANDARD NOT MET: LEVEL 1	50%	52%	41.22%
% NUMBER OF STUDENTS ASSESSED	70	148	148

1. THE MEAN SCALE SCORE FOR THE 6TH GRADE STUDENTS TESTED IN 2015 WAS 2455.4. FOURTEEN PERCENT (14%) OF STUDENTS MET OR EXCEEDED STANDARD. THE SCALE SCORE WAS AT THE HIGH END OF STANDARD NOT MET—1.6 POINTS BELOW THE LOWEST SCALE SCORE IN SCORE RANGE FOR STANDARD NEARLY MET. THE SCALE SCORE RANGE FOR GRADE 6 STANDARD MET IS 2531-2617. THE SCALE SCORE FOR GRADE 6 WAS 75.6 POINTS BELOW LEVEL 3 OR STANDARD MET.
2. THE MEAN SCALE SCORE FOR GRADE 7 WAS 2476, ALSO AT THE HIGH END OF SCALE SCORE RANGE FOR STANDARD NOT MET. THIRTEEN PERCENT OF STUDENTS MET OR EXCEEDED STANDARD. THE SCALE SCORE WAS 1.2 POINTS BELOW THE LOWEST SCALE SCORE FOR STANDARD NEARLY MET (2479—2551). THE SCALE SCORE RANGE FOR GRADE 7 STANDARD MET IS 2552—2648. THE SCALE SCORE FOR GRADE 7 WAS 75 POINTS BELOW LEVEL 3 OR STANDARD MET.
3. THE MEAN SCALE SCORE FOR GRADE 8 WAS 2507.9. THIS IS IN THE RANGE OF STANDARD NEARLY MET, WITH A SCALE RANGE OF (2487—2566). THE SCALE SCORE RANGE FOR GRADE 8 STANDARD MET IS (2567—2667). THE GRADE 8 SCALE SCORE IS 59.1 POINTS BELOW LEVEL 3. NOTICE THE INCREASE (+7 POINTS) IN THE PERCENTAGE OF STUDENTS EXCEEDING AND MEETING STANDARDS COMPARED TO PREVIOUS YEARS.

TABLE 11 CHANGE OVER TIME: SIXTH GRADE TO EIGHTH GRADE 2016 TO 2018

ENGLISH LANGUAGE ARTS/LITERACY	6TH GRADE (2016)	7TH GRADE (2017)	8TH GRADE (2018)
MEAN SCALE SCORE	2475.3	2494.9	2504.2
STANDARD MET SCALE SCORE RANGE	2531-2617	2552-2648	2567-2667
+ OR -DISTANCE FROM STANDARD MET THRESHOLD	-55.7	-57.1	-62.8
% STANDARD EXCEEDED LEVEL 4	3.00%	3.50%	3.45%
% STANDARD MET: LEVEL 3	22.00%	20.28%	20.69%
% STANDARD NEARLY MET: LEVEL 2	34.00%	34.27%	29.66%
% STANDARD NOT MET: LEVEL 1	40.00%	41.96%	46.21%
NUMBER OF STUDENTS ASSESSED	67	148	145

1. THE CHANGE OVER TIME SHOWS IMPROVEMENT IN STUDENTS' ACHIEVEMENT. SCALE SCORES AT GRADE 6 AND 7 ARE ON AVERAGE ABOUT 20 POINTS ABOVE THE LOWEST POSSIBLE SCORE FOR STANDARDS NEARLY MET.
 2. IN GRADE 6, THE MEAN SCALE SCORE OF 2475.3 WAS IN THE STANDARDS NEARLY MET RANGE. THIS WAS 59 POINTS BELOW STANDARD MET.
 3. IN GRADE 7, THE SCALE SCORE OF 2494.9 IS IN THE STANDARD NEARLY MET SCALE SCORE RANGE. THIS WAS 58 POINTS BELOW STANDARD MET.
 4. IN GRADE 8, THE SCALE SCORE OF 2504.2 IS IN THE STANDARD NEARLY MET SCALE SCORE RANGE. THIS WAS 62.8 POINTS BELOW STANDARD MET.
- NOTE THAT STUDENTS THE INCREASE IN STANDARD NOT MET AND

TABLE 12 CHANGE OVER TIME: SIXTH GRADE TO SEVENTH GRADE -2017 - 2018

ENGLISH LANGUAGE ARTS/LITERACY	6TH GRADE (2017)	7TH GRADE (2018)
MEAN SCALE SCORE	2472.1	2483.7
STANDARD MET SCALE SCORE RANGE	2531-2617	2552-2648
+ OR -DISTANCE FROM STANDARD MET THRESHOLD	-58.9	-68.3
STANDARD EXCEEDED LEVEL 4	2.13%	3.25%
STANDARD MET: LEVEL 3	25.53%	24.68%
STANDARD NEARLY MET: LEVEL 2	30.85%	24.27%
STANDARD NOT MET: LEVEL 1	41.49%	44.81%
NUMBER OF STUDENTS ASSESSED	94	145

1. THE CHANGE OVER TIME SHOWS IMPROVEMENT IN STUDENTS' ACHIEVEMENT. IN GRADE 6, THE MEAN SCALE SCORE OF 2472.1 WAS IN THE NEARLY MET RANGE AND WAS 58.9 POINTS BELOW STANDARD MET.
2. THE MEAN SCALE SCORE INCREASED 11.6 POINTS AT GRADE 7. THIS SCALE SCORE 2483.7 IS IN THE STANDARD NEARLY MET RANGE. THE SCORE IS 68.3 POINTS BELOW STANDARD MET.
3. THE COMBINED PERCENTAGE OF STUDENTS EXCEEDING, AND MEETING STANDARDS WAS COMPARABLE WITH 27.66% IN 2017 AND 27.93% IN 2018. HOWEVER, THERE WERE FEWER STUDENTS THAT NEARLY MET STANDARD IN 2018 AND AN INCREASE IN THE PERCENTAGE THAT DID NOT MEET STANDARD. THIS ACCOUNTS FOR THE GREATER NEGATIVE DISTANCE FROM STANDARD MET.

ENGLISH LANGUAGE ARTS--LOCAL INTERNAL DATA

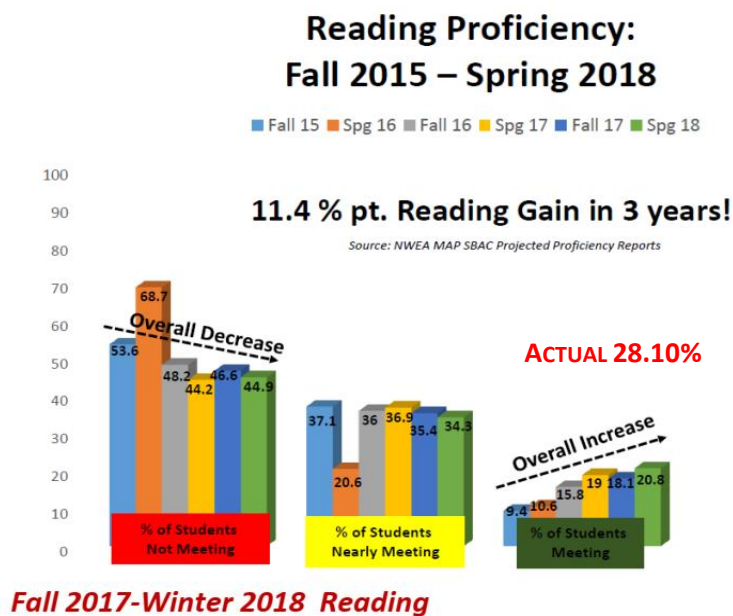
Table 13 MAP Data 2015 to 2018

Grades 6-8	READING					
	Fall 2015	Spg 2016	Fall 2016	Spg 2017	Fall 2017	Spring 2018
Met/Exceed	26/278 (9.4%)	31/291 (10.6%)	61/385 (15.9%)	73/385 (19%)	71/393 (18.1%)	80/385 (20.8%)
6 th	2 or 3.3%	5 or 9.1%	23 (25.8%)	18 (19.2%)	23 (25%)	29 (33.3%)
7 th	10 or 8.3%	12 (8.9%)	24 or 16%	28 (19.6%)	22 or 14.4%	26 or 16.8%
8 th	14 or 14.3%	14 or 13.7%	14 or 9.6%	27 (18.2%)	26 or 17.6%	25 or 17.4%

In reading, the rate of students projected to meet standard reflects a progressive increase each year, from 9.4% Fall 2015 to 10.6% Spring 2016; 15.9% Fall 2016 to 19% Spring 2017; And 18.1% Fall 2017 to 20.8% Spring 2018. Note that 20.8% reflects the highest projected proficiency rate since administering MAP. Also of note is the increase of 6th graders from 25% to 33.3% projected reading proficiency as of the Spring 2018 results.

- THE STUDENT PERFORMANCE GOAL WAS A PROGRESSIVE GAIN OF 7 PERCENTAGE POINTS REFLECTED IN INTERNAL ASSESSMENT RESULTS USING MULTIPLE MEASURES INCLUDING MAP AND THE SBAC SUMMATIVE ASSESSMENT APPLICABLE TO ALL SUBGROUPS AND GRADE LEVELS.
- BASED ON MAP DATA, A MAJORITY OF STUDENTS MET GROWTH GOALS THIS YEAR AND OVERALL PROJECTED PROFICIENCY RATES INCREASED COMPARING FALL TO SPRING RESULTS.
- TO BEGIN THE SCHOOL YEAR, CHARTER SCHOOL RANKED # 1 IN READING PROFICIENCY AMONG LAUSD RESIDENT SCHOOLS AND SCORED ABOVE THE MEDIAN 50TH PERCENTILE AMONG SIMILAR SCHOOLS.
- SBAC ELA WAS 7 PERCENTAGE POINTS GAIN FROM 23.64% TO 30.64%. **THE ACTUAL WAS 28.10%**

Chart 7



Narrative

- The Spring 2018 MAP results reflect highest percentage of students projected to meet Grade Level Reading Standards at 20.8%.
- At present, the rate of progress and proficiency reflects an 11.4% point gain for all students since Fall 2015.
- The overall rate of progress and projected proficiency to meet grade level reading standards increased 2.7% from Fall 2017 to Spring 2018.
- This pattern and trajectory is similarly reflected on the California Assessment of Student Performance and Progress.
- The school presently outperforms LAUSD resident and similar schools in Reading proficiency.

Schoolwide Reading Focus

- Instructional focus: Reading for purpose and understanding
- Strategies for Student Talk, Collaboration, Analysis of text
- Focus Standards, Writing from Sources, Analysis of Student Work, Student Portfolios
- Structured teacher collaboration.

ACHIEVEMENT IN MATHEMATICS DURING CHARTER TERM

The following table illustrates the amount of change that occurred in student achievement from one grade level to the next in mathematics. This table displays the Scale Score for each grade and the difference of the grade's score from the Standard Met Scale Score. This table answers the question "What was the scale score for each grade each year?" In What achievement Level was the Mean Scale Score for each grade? How far was the mean scale score from the Standard Met scale score?

TABLE 14 MATH SCALE SCORES


YEAR	2014-2015	2015-2016	2016--2017	2017-2018
GRADE 6	MATH STANDARD MET SCALE SCORE RANGE 2552—2609			
MEAN SCALE SCORE GRADE 6	STANDARD NOT MET 2424.9	STANDARD NOT MET 2435.5	STANDARD NOT MET 2452.8	STANDARD NEARLY MET 2489.7
+ OR -DISTANCE FROM STANDARD MET THRESHOLD	-127.1	-116.5	-99.2	-62.3
GRADE 7	MATH STANDARD MET SCALE SCORE RANGE 2567—2634			
MEAN SCALE SCORE GRADE 7	STANDARD NOT MET 2445.6	STANDARD NOT MET 2442.4	STANDARD NOT MET 2452.8	STANDARD NOT MET 2462.7
+ OR -DISTANCE FROM STANDARD MET THRESHOLD	-121.4	-124.6	-114.2	-104.3
GRADE 8	MATH STANDARD MET SCALE SCORE RANGE 2586—2652			
MEAN SCALE SCORE GRADE 8	STANDARD NOT MET 2438.3	STANDARD NOT MET 2456.0	STANDARD NOT MET 2450.8	STANDARD NOT MET 2460.1
+ OR -DISTANCE FROM STANDARD MET THRESHOLD	-147.7	-130	-135.2	125.9

SOURCE: SBAC REPORTS <http://dq.cde.ca.gov/dataquest/>

- IN 2018 GRADE 6 IMPROVED 36.9 SCALE SCORE POINTS (99.2—62.3) AND MOVED FROM STANDARD NOT MET TO STANDARD NEARLY MET.
- MOVEMENT OF +16 POINTS TO MEETING STANDARD.
- GRADE 7 PERFORMED BEST IN 2018 WITH A SCALE SCORE OF 2462.7 AND A DISTANCE OF 104.3 POINTS BELOW LEVEL 3.
- GRADE 8 ALSO PERFORMED BEST IN 2018 WITH A SCALE SCORE OF 2462.7 WHICH IS -104.3 POINTS BELOW LEVEL 3 —STANDARD MET.

TABLE 15 FALL 2017 DASHBOARD

THE FOLLOWING INFORMATION WAS COPIED FROM THE FALL 2017 DASHBOARD. THE DASHBOARD SHOWS THAT THE SCHOOLS PERFORMANCE SCHOOLWIDE (ALL STUDENTS GRADES 6—8) WAS 118.8 POINTS BELOW LEVEL 3 (STANDARD NEARLY MET). NOTE THAT THERE WAS AN INCREASE OF 7.3 POINTS WHICH MOVED THE SCHOOL INTO ORANGE AND OUT OF RED.

	Student Performance	Number of Students	Status	Change
All Students		373	Very Low 118.8 points below level 3	Increased +7.3 points

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

SOURCE 2017: <https://www.caschooldashboard.org/#/HOME>

Charter School's schoolwide performance in math has shown improvement. The following tables and charts compare our achievement in Mathematics to that of district resident schools and one charter. All schools are within a two-mile radius of Charter School. We have also compared performance schoolwide and by grade level.

TABLE 16—MATH DATA SET SCHOOLWIDE AND GRADE LEVEL—WLCCMS AND RESIDENT SCHOOLS

ACHIEVEMENT LEVELS	% Standard Exceeded/Met								% Standard Nearly Met				% Standard Not Met			
	2015		2016		2017		2018		2015	2016	2017	2018	2015	2016	2017	2018
WLCCMS Schoolwide	1	4	1	5	2.34	5.97	3.65	10.68	23	24	27.71	28.65	72	71	65.97	57.03
WLCCMS Gr. 6	1	3	0	11	5.32	5.32	10.11	13.48	27	18	31.91	34.83	69	71	57.45	41.57
WLCCMS Gr. 7	0	7	1	4	1.40	9.09	2.65	11.26	28	29	29.37	28.48	65	66	60.14	57.62
WLCCMS Gr. 8	1	2	0	3	1.35	3.38	0.69	8.33	16	21	18.24	25.00	82	76	77.03	65.97
Bethune Schoolwide	3	6	6	13	9.04	12.36	7.72	11.34	22	22	18.08	20.11	70	59	60.52	60.82
Bethune 7	2	6	4	13	8.21	15.00	5.81	11.43	24	26	22.32	24.22	69	57	54.46	58.53
Bethune 8	4	6	8	13	9.92	9.54	9.57	11.26	20	18	13.55	16.14	70	61	66.98	63.04
Bret Harte Schoolwide	1	7	1	4	0.33	2.01	.99	3.37	24	17	14.38	14.06	68	78	83.28	81.58
Bret Harte 6	0	5	0	1	1.01	2.53	0.85	5.93	25	11	18.18	21.19	70	89	78.28	72.03
Bret Harte 7	1	6	0	6	0.00	0.00	1.85	4.63	23	23	11.98	15.28	70	71	88.02	78.24
Bret Harte 8	3	10	1	4	0.00	3.37	0.00	0.00	24	18	12.98	7.60	64	77	83.65	92.40
Drew Schoolwide	2	5	1	6	2.32	5.99	4.44	10.36	16	19	17.73	18.44	78	75	73.96	66.76
Drew 7	2	7	1	6	3.47	7.18	3.98	8.81	21	23	21.99	24.43	70	70	67.36	62.78
Drew 8	2	3	1	5	1.04	4.66	4.86	11.76	11	14	12.95	13.04	84	81	81.35	70.33
Gompers Schoolwide	1	8	1	5	1.10	2.64	.98	6.11	17	17	15.20	19.07	74	77	81.06	73.84
Gompers 6	2	7	2	4	0.91	4.55	.74	7.35	10	15	15.45	27.94	81	80	79.09	63.97
Gompers 7	0	3	1	4	0.00	1.21	2.38	7.14	16	15	20.61	19.05	81	81	78.18	71.43
Gompers 8	1	12	1	8	2.23	2.79	0.00	4.08	23	21	10.06	10.88	64	70	84.92	85.03
Animo J.B. Taylor Sch. Wide	1	10	2	8	1.08	8.89	0.00	0.86	29	29	21.26	4.31	60	61	68.76	94.83
Grade 6	1	1	5	10	1.94	14.19	0.00	0.00	12	29	6.82	23.87	60	61	63.23	93.18
Grade 7	2	2	0	9	1.27	8.86	0.00	2.33	8	32	2.33	23.53	27	59	65.19	95.35
Grade 8	NA	NA	2	0	0.00	3.38	0.00	0.00	NA	26	18.24	3.45	NA	69	78.38	96.55
Knox Elem. Grade 6	0	0	2	4	5.41	6.75	7.02	19.30	28	25	18.92	22.81	72	69	68.92	50.88
South Park Elem. Grade 6	1	5	3	11	4.10	17.21	1.67	14.17	22	28	17.21	27.50	73	58	61.48	56.67
93rd Street School Gr. 6	0	11	1	10	7.04	7.04	3.80	3.80	25	26	18.31	31.65	64	63	67.61	60.76
96th Street School Gr. 6	4	15	4	15	1.39	18.06	1.59	17.46	32	28	31.94	22.22	49	53	48.61	58.73
NA-School did not have grade 8 in 2015	Ex	Met	Ex	Met	Ex	Met	Ex	Met	SOURCE: SBAC REPORTS http://dq.cde.ca.gov/dataquest/							

TABLE 17 MATH PARTICIPATION RATE—TARGET

	2015	2016	2017	2018
NUMBER ENROLLED	346	365	386	388
NUMBER TESTED	340	362	385	388
NUMBER WITH SCORES	321	362	385	388
% TESTED	98	99	99.7	100
% WITH SCORES	92	99	99.7	100

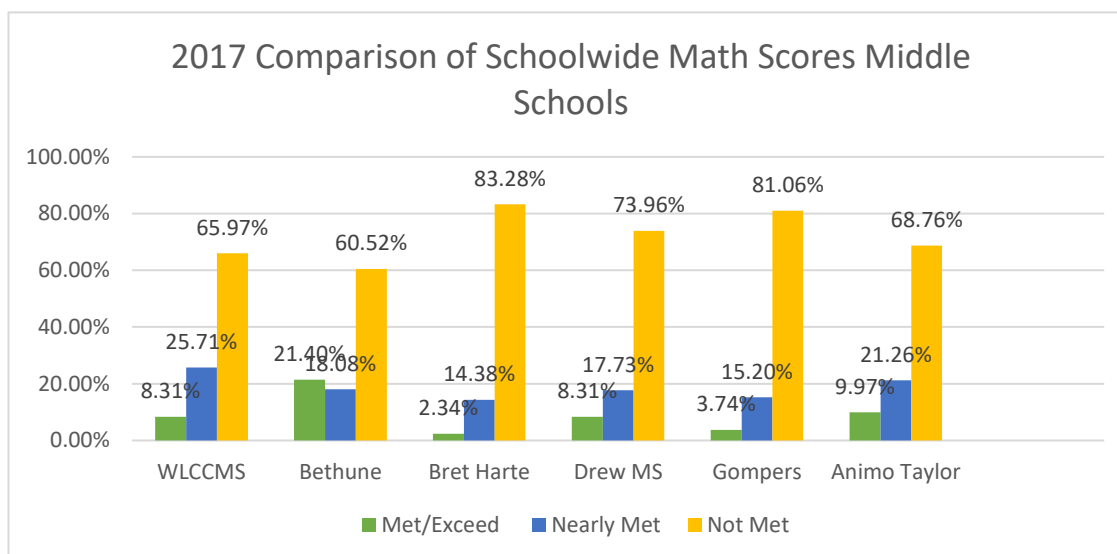
SOURCE: SBAC REPORTS <http://dq.cde.ca.gov/dataquest/>

TABLE 18--CALIFORNIA--% OF 6,7,8 GRADE STUDENTS MEETING & EXCEEDING MATH STANDARDS

Grade	2015	2016	2017	2018
6	33	35	36.48	37.50
7	34	36	36.91	37.30
8	33	36	36.30	36.88

SOURCE: SBAC REPORTS <http://dq.cde.ca.gov/dataquest/>

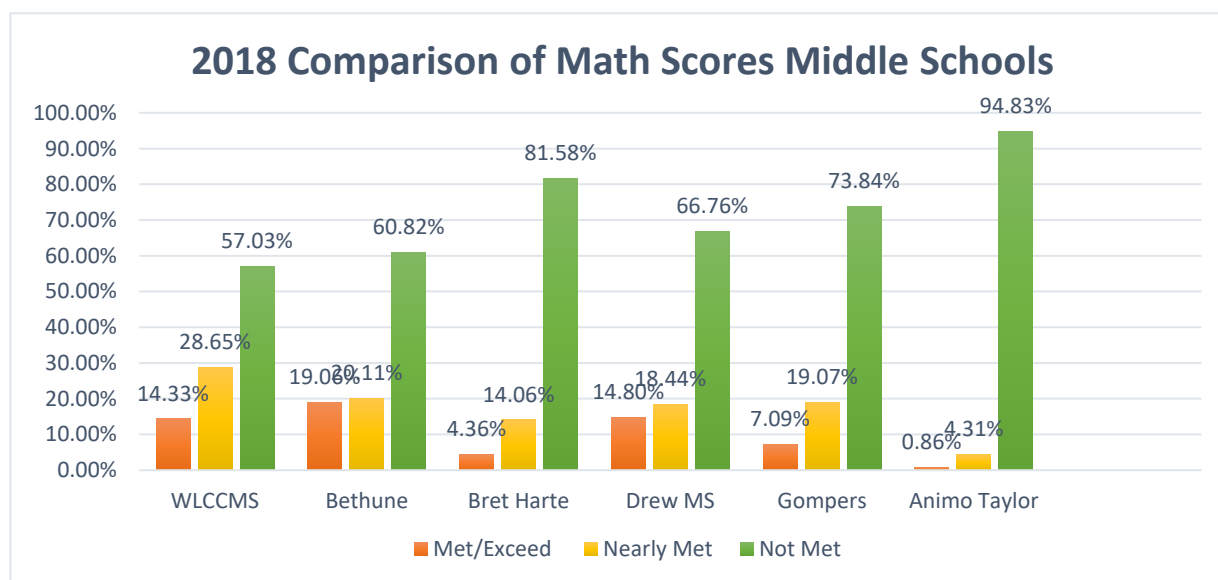
1. In 2015 and 2016, math achievement was similar with only 5% to 6% of students meeting or exceeding standards, 23% to 24% nearly met standard and an average of 72.5% did not meet standard. **STUDENTS WHO DO NOT MEET STANDARDS NEED SUBSTANTIAL IMPROVEMENT TO DEMONSTRATE THE KNOWLEDGE AND SKILLS IN MATHEMATICS NEEDED FOR SUCCESS IN COLLEGE.**
2. In 2017, 8.31% met/exceeded standards schoolwide, an increase 2%. There was a reduction in the percentage (8 points) of students not meeting standard; and a slight increase in the number of students nearly meeting standard, 26%
3. In 2018, 14.33% of students met or exceeded standards, 28.65% nearly met standard, and 57.3% did not meet standard, an 8% reduction compared to 2017.
4. Grade 6 students performed best. Grade 8 students have consistently performed at the lowest levels over the last 3 years.

CHART 8

SOURCE: SBAC REPORTS <http://dq.cde.ca.gov/dataquest/>

2017 COMPARISON

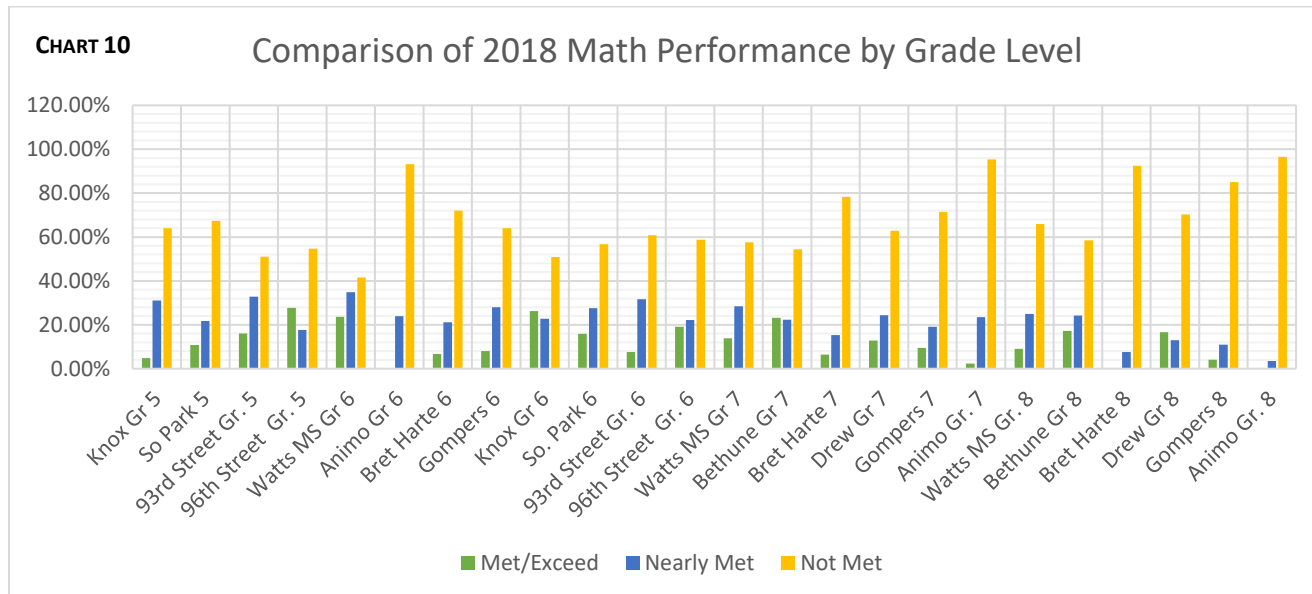
1. **IN 2017, 36.56% OF ALL STUDENTS STATEWIDE AT MIDDLE SCHOOL MET OR EXCEEDED MATH STANDARDS.** PLEASE SEE TABLE 15. THE AVERAGE SCORE HERE WAS CALCULATED BY ADDING THE PERCENTAGES OF GRADE 6, 6 AND 8 AND DIVIDING BY 3. .
2. DISTRICT SCHOOLS HAD AN AVERAGE OF 27.83 % OF STUDENTS IN GRADES 6, 7, AND 8 MET OR EXCEEDED MATH STANDARDS. **SOURCE: SBAC REPORTS** <http://dq.cde.ca.gov/dataquest/> Grade 6, 28.40%, Grade 7, 27.70%, and grade 8, 27.39%
3. DATA FOR COMPARISON SCHOOLS SHOW THAT IN MATH WITH 23.21% OF STUDENTS MEETING OR EXCEEDING STANDARDS, BETHUNE PERFORMED BETTER THAN ALL OTHER SCHOOLS.
4. WLCCMS HAD THE LARGEST PERCENTAGE OF STUDENTS NEARLY MEETING STANDARD.
5. BETHUNE HAD 5% FEWER STUDENTS THAN WLCCMS NOT MEETING STANDARD.
6. BOTH DREW AND WLCCMS HAD 8.31% OF STUDENTS MEETING OR EXCEEDING STANDARD. HOWEVER, DREW HAD APPROXIMATELY 8% MORE STUDENTS NOT MEETING STANDARD WHEN COMPARED TO CHARTER SCHOOL. AND AS PREVIOUSLY STATED, AT 25.71%, WLCCMS HAD A GREATER PERCENTAGE OF STUDENTS NEARLY MEETING STANDARD.
7. THE PERCENTAGE OF STUDENTS IN LEVELS 3 & 4 AT ANIMO J.B. TAYLOR MS EXCEEDED THE NUMBER AT WLCCMS BY 1.60%.

CHART 9

SOURCE: SBAC REPORTS <http://dq.cde.ca.gov/dataquest/>

1. **IN 2018, 37.33% OF ALL STUDENTS STATEWIDE IN GRADES 6, 7, & 8 MET OR EXCEEDED MATH STANDARDS.** PLEASE SEE TABLE 15. THE AVERAGE SCORE HERE WAS CALCULATED BY ADDING THE PERCENTAGES OF GRADE 6, 6 AND 8 AND DIVIDING BY 3.
2. DISTRICT SCHOOLS HAD AN AVERAGE OF 29.46 % OF STUDENTS IN GRADES 6, 7, AND 8 MET OR EXCEEDED ELA STANDARDS. **SOURCE: SBAC REPORTS** <http://dq.cde.ca.gov/dataquest/> Grade 6, 30.22%, Grade 7, 29.37%, and grade 8, 28.28%.

3. THE PERCENTAGE OF STUDENTS MEETING STANDARD AT CHARTER SCHOOL INCREASED BY 6.02 PERCENTAGE POINTS TO 14.33% IN 2018. WE ALSO HAD FEWER STUDENTS NOT MEETING STANDARD, 57%; AND 28.65% NEARLY MEETING STANDARD.
4. DREW MS SCORED SIMILARLY TO WLCCMS AT 14.80%.
5. BETHUNE HAD THE HIGHEST PERCENTAGE MEETING OR EXCEEDING STANDARDS AT 19.06% SCHOOLWIDE, A DECREASE OF 2.34 PERCENTAGE POINTS COMPARED TO 2017.



SOURCE: SBAC REPORTS <http://dq.cde.ca.gov/dataquest/>

OUR PRIMARY GOAL IS TO HAVE ALL OR ALMOST ALL STUDENTS MEET OR EXCEED STANDARDS. SOME STUDENTS ENTER WATTS AT 6TH GRADE, OTHERS AT 7TH GRADE. CHART 7 COMPARES THE GRADE LEVEL PERFORMANCE OF WLCCMS TO MIDDLE SCHOOLS AND LIKELY FEEDER ELEMENTARY SCHOOLS WITHIN A TWO-MILE RADIUS. IT HELPS TO ANSWER QUESTION LIKE THE FOLLOWING:

- HOW WELL ARE STUDENTS PERFORMING AT DISTRICT SCHOOLS BEFORE THEY ENTER MIDDLE SCHOOL?
 - WHICH ELEMENTARY SCHOOLS DID MOST OF WLCCMS'S 6 GRADE STUDENTS ATTEND?
 - WHICH ELEMENTARY SCHOOLS DID MOST NEW STUDENTS ENTERING WLCCMS AT GRADE 7 ATTEND? TO WHAT EXTENT DOES THIS VARY FROM YEAR TO YEAR?
 - PLEASE NOTE THAT WE DO NOT CURRENTLY HAVE DATA TO DOCUMENT WHAT PROPORTION OF WLCCMS'S STUDENTS ARE DRAWN FROM ANY PARTICULAR SCHOOL. THIS IS DATA THAT NEEDS TO BE COMPILED.
1. **GRADE 5 PERFORMANCE: WITH 27.78 % OF STUDENTS MEETING AND EXCEEDING STANDARDS**, NINETY-SIXTH STREET ELEM. SCHOOL STUDENTS PERFORMED BETTER THAN ALL THE OTHER ELEMENTARY SCHOOLS. THIS WAS A DECREASE OF 8.33% POINTS FROM THE 2017. NINETY-THIRD STREET AT 16.09% WAS THE NEXT HIGHEST PERFORMING SCHOOL.
 2. **GRADE 6 PERCENTAGE MEETING OR EXCEEDING STANDARD: KNOX ELEMENTARY 26.32%, WLCCMS 23.59%.**
 - NOTE THAT WATTS HAD THE LARGEST PERCENTAGE OF STUDENTS NEARLY MEETING STANDARD (34.83%) AND THE LOWEST PERCENTAGE NOT MEETING STANDARD (41.57%). THERE WAS A 16 PERCENTAGE POINT REDUCTION IN LEVEL 1 AS COMPARED TO 2017.
 3. **WLCCMS GRADE SEVEN--PERCENTAGE MEETING OR EXCEEDING STANDARD: (13.91%).** THIS WAS SIMILAR TO DREW MS (12.79%). BETHUNE PERFORMED BEST AND SIGNIFICANTLY BETTER THAN WLCCMS AT (23.21%) OF THEIR GRADE 7 STUDENTS MEETING OR EXCEEDING STANDARDS.
 - 28.48% OF CHARTER SCHOOL'S STUDENTS AT GRADE 7 NEARLY MET STANDARD.
 - 57.62% OF CHARTER SCHOOL'S 7TH GRADE STUDENTS DID NOT MEET STANDARD. A SLIGHT DECREASE OVER 2017, WHICH IS THE CORRECT DIRECTION.
 4. **WLCCMS GRADE EIGHT—PERCENTAGE MEETING OR EXCEEDING STANDARD WAS 9.02%.** THIS WAS AN IMPROVEMENT OF 4.24 PERCENTAGE POINTS. BETHUNE'S AND DREW'S 8TH GRADERS PERFORMED SIGNIFICANTLY BETTER THAN CHARTER SCHOOL'S. BETHUNE-17.24%, DREW 16.62%.
 - THE PERCENTAGE OF STUDENTS NOT MEETING STANDARDS AT WLCCMS—WAS 65.97%. THIS WAS A DECREASE OF 11% POINTS FROM THE PREVIOUS YEAR.

SUMMARY COMPARING WLCCMS TO RESIDENT MEDIAN AND SIMILAR SCHOOLS IN MATH

TABLE 19	SCHOOLWIDE MET/EXCEED	RESIDENT SCHOOLS MEDIAN	SIMILAR SCHOOL MEDIAN
2018	14.33%	15.20%	13.47%
2017	8.31%	12.91%	10.44%
2016	6.00%	11.00%	9.00%
2015	5.00%	10.00%	12.00%

WLCCMS INCREASED 6.00 PERCENTAGE POINTS IN 2018. WITH THIS IMPROVEMENT, CHARTER SCHOOL IS PERFORMING SLIGHTLY ABOVE SIMILAR SCHOOLS AND SLIGHTLY BELOW RESIDENT SCHOOLS BY .87 POINTS.

SOURCE: 2016 – 2018 DATA SET FROM CHARTER SCHOOL DIVISION SOURCE 2015 CALIFORNIA CHARTER SCHOOL DATA

TABLE 20

MATH ACHIEVEMENT BY SUBGROUPS	% Standard Exceeded/Met								% Standard Nearly Met				% Standard Not Met			
YEARS COMPARED	2015		2016		2017		2018		2015	2016	2017	2018	2015	2016	2017	2018
SCHOOLWIDE ALL STUDENTS	1	4	1	5	2.34	5.97	3.65	10.68	23	24	27.71	28.65	72	71	65.97	57.03
Black Students Schoolwide	0	0	0	3	1.67	3.33	2.77	4.55	17	21	23.33	29.55	83	75	71.67	63.64
Grade 6	0	0	0	0	5.26	5.26	*	*	20	25	21.05	*	80	75	68.42	*
Grade 7	0	0	0	9	0.00	0.00	0.00	10.00	24	23	25.00	35.00	76	68	75.00	55.00
Grade 8	0	0	0	0	0.00	4.00	0.00	0.00	9	19	24.00	55.00	91	81	72.00	85.71
Latino Students Schoolwide	1	5	1	5	2.50	6.25	3.85	11.54	25	24	25.94	28.40	69	70	65.31	59.21
Grade 6	2	4	0	11	5.33	5.33	10.31	15.19	31	17	34.67	34.18	63	72	54.67	40.51
Grade 7	0	9	2	3	1.60	9.60	3.05	11.45	29	30	30.40	27.48	62	65	58.40	58.02
Grade 8	1	2	0	4	1.67	3.33	.78	9.38	18	21	15.83	25.78	79	74	79.17	64.06
English Learners	0	1	0	0	0.00	2.44	0.00	1.05	9	8	11.38	11.56	90	92	86.18	87.37
Grade 6	0	0	0	0	0.00	3.33	0.00	9.09	8	9	13.33	36.36	92	91	83.33	54.55
Grade 7	0	4	0	0	0.00	3.64	0.00	0.00	13	10	14.55	9.09	83	90	81.82	90.91
Grade 8	0	0	0	0	0.00	0.00	0.00	0.00	6	4	5.26	7.50	94	96	94.74	92.50
Economic Status	1	4	1	5	1.88	6.17	3.89	11.11	23	24	25.47	28.61	72	71	66.49	56.39
Grade 6	1	3	0	11	3.33	5.56	10.34	13.79	26	18	32.22	34.48	69	71	58.89	41.38
Grade 7	0	7	1	4	1.42	9.22	2.86	11.43	29	28	29.08	28.57	64	66	60.28	57.14
Grade 8	1	2	0	3	1.41	3.52	0.75	9.02	15	21	17.61	24.81	83	76	77.46	65.41
Students with Disabilities	0	0	0	0	0.00	0.00	0.00	0.00	10	11	0.00	17.86	90	89	100.00	82.14
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	EX	Met	EX	Met	EX	Met	EX	Met	SBAC PERCENTAGES REPORTED AS WHOLE NUMBERS IN 2015 AND 2016							

SOURCE: SBAC REPORTS <http://dq.cde.ca.gov/dataquest/> * AN ASTERISK INDICATES 10 OR FEWER STUDENTS ASSESSED

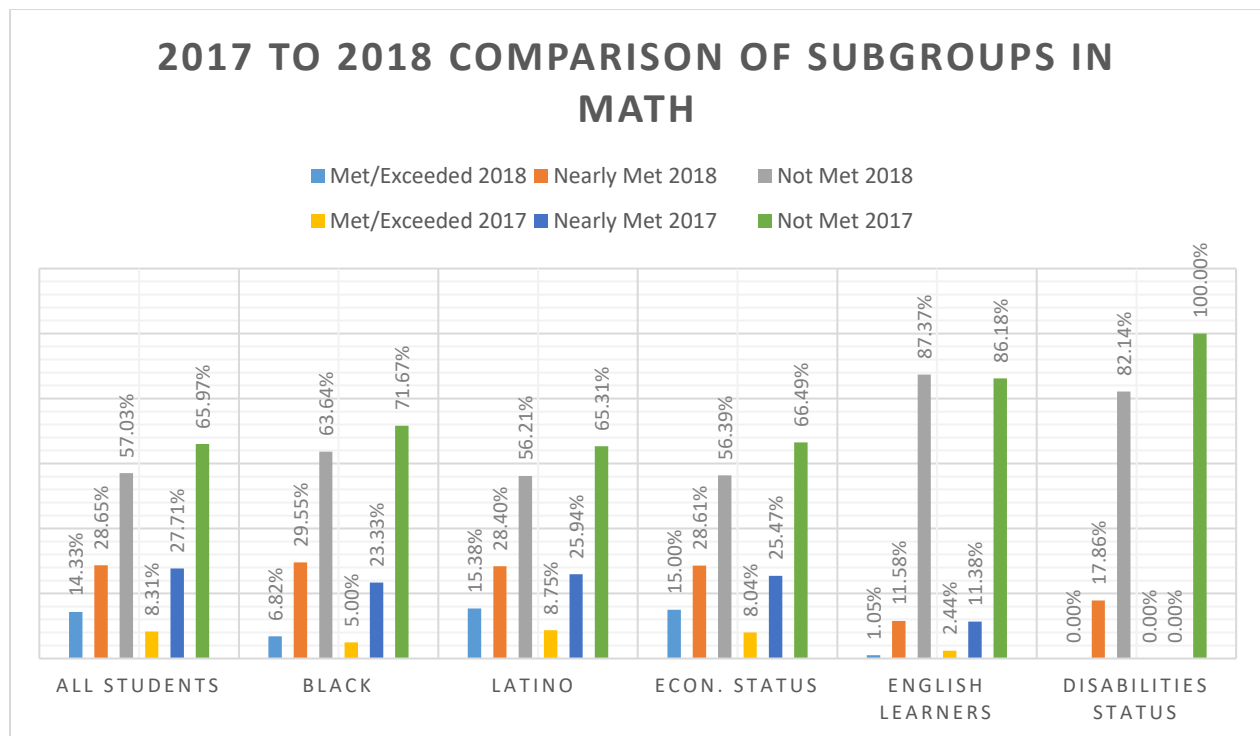
- TABLE 16 REPORTS THE ACHIEVEMENT LEVELS IN MATH FOR ALL SIGNIFICANT GROUPS ENROLLED AND ASSESSED AT WLCCMS IN 2015 THROUGH 18.
- BECAUSE MOST OF OUR STUDENTS ARE CLASSIFIED AS ECONOMICALLY DISADVANTAGED, THE SCORES FOR ALL STUDENTS AND ECONOMIC STATUS ARE VERY SIMILAR.
- SCHOOLWIDE **2017**, ONLY 8.31% OF STUDENTS MET STANDARD. 27.71% NEARLY MET STANDARD, AND 65.97% DID NOT MEET STANDARD. **IN 2018**, 14.33% OF STUDENTS SCHOOLWIDE MET/EXCEEDED STANDARDS.
 - 5.00% OF BLACK STUDENTS MET OR EXCEEDED STANDARD
 - 10% OF LATINO STUDENTS MET STANDARD

TABLE 21 MATH DASHBOARD FALL 2017 WATTS LEARNING CENTER CHARTER MIDDLE SCHOOL

	Student Performance	Number of Students	Status	Change
All Students		349	Very Low 126.1 points below level 3	Increased +6.7 points
English Learners		167	Very Low 145.5 points below level 3	Maintained +0.4 points
Foster Youth		0	N/A	N/A
Homeless		0	N/A	N/A
Socioeconomically Disadvantaged		343	Very Low 126.1 points below level 3	Increased +6.9 points
Students with Disabilities		20	Very Low 166 points below level 3	Increased Significantly +31.6 points
African American		58	Very Low 140.2 points below level 3	Increased Significantly +18 points
Hispanic		286	Very Low 123.8 points below level 3	Maintained 0 points
Performance Levels:				
Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)				

THIS REPORT SHOWS THE PERFORMANCE LEVELS FOR SBAC MATH FOR ALL STUDENT AND ALL SIGNIFICANT SUBGROUPS. IT SHOWS THE **STATUS**, 2017 AVERAGE DISTANCE FROM LEVEL 3. THE **CHANGE** IN ACHIEVEMENT IS THE 2017 AVERAGE DISTANCE FROM LEVEL 3 MINUS THE 2016 AVERAGE DISTANCE FROM LEVEL 3. STATUS AND CHANGE EACH HAVE FIVE POSSIBLE LEVELS, WHICH ILLUSTRATED IN THE PERFORMANCE LEVEL LEGEND AT THE BOTTOM OF THE REPORT.

CHART 11



SOURCE: SBAC REPORTS <http://dq.cde.ca.gov/dataquest/>

1. THIS CHART PROVIDES A GRAPHIC VIEW COMPARING THE PERFORMANCE OF SUBGROUPS IN 2018 AND 2017.
2. LATINO STUDENTS AS A GROUP ARE PERFORMING BETTER THAN ALL OTHER GROUPS.
3. BLACK STUDENTS ONLY MADE 1.82 PERCENTAGE POINTS IMPROVEMENT FROM 2017 TO 2018.
4. LATINO STUDENTS, WHO REPRESENT THE LARGEST ETHNIC GROUP MADE THE HIGHEST GAINS AT 6.63%.
5. THE PERFORMANCES OF ENGLISH LEARNERS AND STUDENTS WITH DISABILITIES ARE THE LOWEST.

TABLE 22

PERFORMANCE ON MATH CLAIMS	% Above Standard				% At or Near Standard				% Below Standard			
	Grade Levels				Grade Levels				Grade Levels			
2015 Achievement by All Students & Grade Level	All	6	7	8	All	6	7	8	All	6	7	8
% Applying mathematical concepts and procedures	1	0	2	0	18	19	21	14	82	81	77	86
% Using appropriate tools & strategies to solve real world & mathematical problems.	1	1	2	1	37	31	35	41	62	67	64	56
% Demonstrating ability to support math conclusions	2	1	2	2	53	40	67	46	45	59	32	52
2016 Achievement by All Students & Grade Level	All	6	7	8	All	6	7	8	All	6	7	8
% Applying mathematical concepts and procedures	1	0	2	0	18	20	18	18	81	80	80	82
% Using appropriate tools & strategies to solve real world & mathematical problems.	2	3	2	2	39	27	26	58	59	70	72	40
% Demonstrating ability to support math conclusions	1	0	1	1	46	48	44	47	53	52	55	52
2017 Achievement by All Students & Grade level	All	6	7	8	All	6	7	8	All	6	7	8
% Applying mathematical concepts and procedures	4.42	7.45	4.90	2.03	18.70	22.34	24.48	10.81	76.88	70.21	70.63	87.16
% Using appropriate tools & strategies to solve real world & mathematical problems.	2.60	3.19	2.10	2.70	33.51	42.55	32.87	28.38	63.90	54.26	66.03	68.92
% Demonstrating ability to support math conclusions	3.90	8.51	3.50	1.35	38.70	34.04	46.85	33.78	57.40	57.45	49.65	64.86

TABLE 22 CONT. PERFORMANCE ON MATH CLAIMS

	% Above				% At or Near Standard				% Below Standards			
	Grade Levels				Grade Levels				Grade Levels			
2018 Achievement by All Students & Grade Level	All	6	7	8	All	6	7	8	All	6	7	8
% Applying mathematical concepts and procedures	7.03	15.73	7.28	1.39	27.08	32.58	27.15	23.61	65.89	51.69	65.56	75.00
% Using appropriate tools & strategies to solve real world & mathematical problems.	5.47	10.11	3.97	4.17	36.46	35.96	34.44	38.89	58.07	53.93	61.59	56.94
% Demonstrating ability to support math conclusions	6.77	16.85	5.30	2.08	46.09	43.82	50.33	43.06	47.14	39.33	44.37	54.86

SOURCE: SBAC REPORTS [HTTP://DQ.CDE.CA.GOV/DATAQUEST/](http://DQ.CDE.CA.GOV/DATAQUEST/)

THIS CHART SUMMARIZES CHARTER SCHOOL'S PERFORMANCE ON THE CLAIMS DURING THE LAST FOUR YEARS. EACH MATH CLAIM HAS MULTIPLE TARGETS WITH EACH TARGET ALIGNED TO SPECIFIC MATH STANDARDS. BY LOOKING AT THE DETAILED GRADE LEVEL SBAC REPORTS, SCHOOLS CAN ANALYZE STUDENTS STRENGTHS AND WEAKNESSES AND PLAN APPROPRIATE INSTRUCTIONAL FOCUS.

CLAIM 1 APPLYING MATHEMATICAL CONCEPTS AND PROCEDURES: THIS CLAIM REPORTS STUDENTS' ABILITIES TO APPLY AND EXPLAIN MATHEMATICAL CONCEPTS, CARRY OUT MATHEMATICAL PROCEDURES WITH PRECISION AND FLUENCY. **THE DEPTH OF KNOWLEDGE FOR THE TARGETS ARE 1 RECALL AND OR 2, APPLY SKILLS AND CONCEPTS.**

- BEGINNING IN 2017, STUDENTS IN EVERY GRADE SHOWED MODEST POSITIVE IMPROVEMENT IN CLAIM 1—4.42% ABOVE STANDARD AND 18.70% AT OR NEAR STANDARD.
- IN 2018, 7.03% ABOVE STANDARD AND 27.08% AT OR NEAR STANDARD.
- IN 2018, GRADES 6 AND 7 SHOWED IMPROVEMENT IN THIS CLAIM WHILE AT GRADE 8, THERE WAS A DECREASE IN THE PERCENTAGE THAT EXCEEDED STANDARD. HOWEVER, 23.61% WERE AT OR NEAR STANDARD WHICH WAS A SIGNIFICANT IMPROVEMENT FOR THIS GRADE.
- **FROM 2015 – 2018, THE MAJORITY OF STUDENTS WERE BELOW STANDARD FOR THIS CLAIM. THEREFORE, THE GREATEST AMOUNT OF IMPROVEMENT IS MOST NEEDED IN THIS CLAIM. PERFORMANCE IN THIS AREA IS THE FOUNDATION FOR IMPROVED PERFORMANCE ON THE OTHER CLAIMS AND TARGETS.**

CLAIM 2: PROBLEM SOLVING: THIS CLAIM REPORTS STUDENTS' ABILITIES TO APPLY MATHEMATICAL CONCEPTS AND PROCEDURES AND TO CONSTRUCT AND USE MATHEMATICAL MODELS TO INTERPRET AND SOLVE PROBLEMS. **THE DEPTH OF KNOWLEDGE FOR THE TARGETS ARE 1, 2, 3 STRATEGIC THINKING AND 4 EXTENDED THINKING.**

- IN 2017, THE PERCENTAGE OF STUDENTS WHO PERFORMED ABOVE STANDARD INCREASED SCHOOLWIDE FROM 2.60% TO 5.47% IN 2018.
- GRADE 6 HAD THE LARGEST PERCENTAGE (10.11%) OF STUDENTS ABOVE STANDARD ON THIS CLAIM. THERE WAS A SLIGHT INCREASE FOR GRADE 7 AND FOR GRADE 8.
- THERE WAS A **REDUCTION** OF 5+ POINTS IN THE PERCENTAGE OF STUDENTS BELOW STANDARD—63.90% TO 58.07%.

CLAIM 3: COMMUNICATING REASONING: THIS CLAIM REQUIRES STUDENTS TO DEMONSTRATE THEIR ABILITIES TO CLEARLY AND PRECISELY CONSTRUCT VIABLE ARGUMENTS TO SUPPORT THEIR OWN REASONING AND TO CRITIQUE THE REASONING OF OTHERS. **THE DEPTH OF KNOWLEDGE FOR THE TARGETS ARE 2 APPLY SKILLS AND CONCEPTS, 3 STRATEGIC THINKING, AND 4 EXTENDED THINKING.**

- SCHOOLWIDE 6.77% PERFORMED ABOVE STANDARD, WITH GRADE 6 CONTRIBUTING THE MOST AT 16.85%. GRADES 7 AND 8 SHOWED MODEST POSITIVE CHANGE.
- SCHOOLWIDE THERE WAS A 10 POINT DECREASE IN THE PERCENTAGE OF STUDENTS BELOW STANDARD—57.40% IN 2017 TO 47.14% IN 2018.
- THERE WAS AN INCREASE OF THE PERCENTAGE PERFORMING AT OR NEAR STANDARD AT EACH GRADE LEVEL AND SCHOOLWIDE.
- THERE WAS A DECREASE IN THE PERCENTAGES BELOW STANDARD SCHOOLWIDE AND AT EACH GRADE LEVEL.

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 23 CHANGE OVER TIME: SIXTH GRADE TO EIGHTH GRADE—2015 TO 2017

MATHEMATICS	6TH GRADE (2015)	7TH GRADE (2016)	8TH GRADE (2017)
MEAN SCALE SCORE	2424.9	2442.4	2450.8
SCALE SCORE STANDARD MET	2552-2609	2567-2634	2586-2652
DIFFERENCE OR DISTANCE FROM STANDARD MET	-127.1	-124.6	-135.2
% STANDARD EXCEEDED LEVEL 4	1%	1%	1.35%
% STANDARD MET: LEVEL 3	3%	4%	3.38%
% STANDARD NEARLY MET: LEVEL 2	27%	29%	18.24%
% STANDARD NOT MET: LEVEL 1	69%	66%	77.03%

SOURCE: SBAC REPORTS [HTTP://DQ.CDE.CA.GOV/DATAQUEST/](http://DQ.CDE.CA.GOV/DATAQUEST/)

- **Table 23** shows that the change overtime for students who first took the assessment in grade 6 compared to their performance in grades 7 and 8. The mean scale scores each year for each grade are in level 1, “standard not me.”

TABLE 24 CHANGE OVER TIME: SIXTH GRADE TO EIGHTH GRADE 2016 TO 2018

MATHEMATICS	6TH GRADE (2016)	7TH GRADE (2017)	8TH GRADE (2018)
MEAN SCALE SCORE	2435.5	2452.8	2460.1
SCALE SCORE STANDARD MET	2552-2609	2567-2634	2586-2652
DIFFERENCE OR DISTANCE FROM STANDARD MET	116.5	114.2	125.9
% STANDARD EXCEEDED LEVEL 4	0%	1.4%	0.69
% STANDARD MET: LEVEL 3	11%	9.09%	8.33
% STANDARD NEARLY MET: LEVEL 2	18%	29.37%	25.00
% STANDARD NOT MET: LEVEL 1	71%	60.14%	65.97

SOURCE: SBAC REPORTS [HTTP://DQ.CDE.CA.GOV/DATAQUEST/](http://DQ.CDE.CA.GOV/DATAQUEST/)

- EACH YEAR FOR EACH GRADE THE SCALE SCORE WAS IN LEVEL 1, STANDARD NOT MET.

TABLE 25 CHANGE OVER TIME: SIXTH GRADE TO SEVENTH GRADE –2017 - 2018

MATHEMATICS	6TH GRADE (2017)	7TH GRADE (2018)
% MEAN SCALE SCORE	2452.8	2462.7
SCALE SCORE STANDARD MET	2552-2609	2567-2634
DIFFERENCE OR DISTANCE FROM STANDARD MET	99.2	104.3
% STANDARD EXCEEDED LEVEL 4	5.32%	2.65
% STANDARD MET: LEVEL 3	5.32%	11.26
% STANDARD NEARLY MET: LEVEL 2	31.91%	28.48
% STANDARD NOT MET: LEVEL 1	57.45%	57.62

SOURCE: SBAC REPORTS [HTTP://DQ.CDE.CA.GOV/DATAQUEST/](http://DQ.CDE.CA.GOV/DATAQUEST/)

- EACH YEAR FOR EACH GRADE THE SCALE SCORE WAS IN LEVEL 1, STANDARD NOT MET.

MATH--INTERNAL DATA 2015 TO 2018

TABLE 26

- BASED ON THE ABOVE MAP DATA, THE PERCENTAGE OF STUDENTS PREDICTED BY NWEA MAP TO PERFORM AT LEVELS 3 AND 4 -MET/EXCEED STANDARDS HAS INCREASED EACH YEAR DURING THE FALL TO SPRING PERIOD. BASED ON INTERNAL MAP DATA A MAJORITY OF STUDENT ME GROWTH GOALS THIS YEAR AND OVERALL PROJECTED PROFICIENCY RATES WHEN COMPARING FALL TO SPRING RESULTS. ACTUAL WAS

The data below reflects the projected proficiency rate equivalencies estimated according to NWEA Measures of Academic Progress. The data source is based on nationally normed referenced data and reflects an estimate of student reading and math proficiency at a single point in time. The data only reflects the number and percentage of students projected to meet/exceed standard which is reportedly aligned to the California SBAC summative assessment.

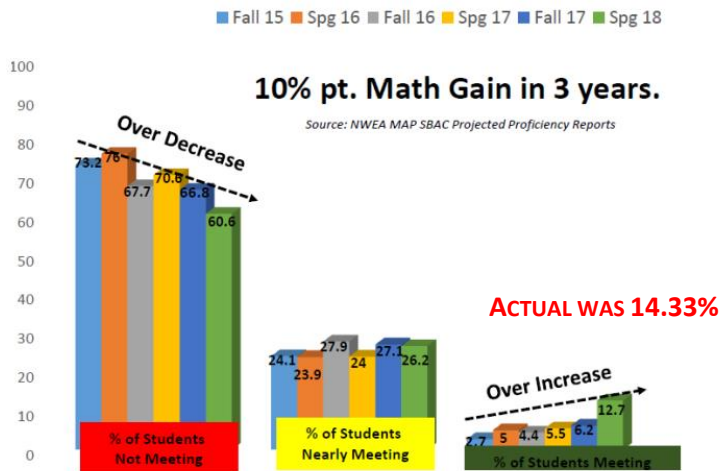
Grades 6-8	MATH					
	Fall 2015	Spg 2016	Fall 2016	Spg 2017	Fall 2017	Spring 2018
Met/Exceed	8/299 (2.6%)	14/276 (5%)	17/389 (4.4%)	21/384 (5.5%)	24/388 (5.2%)	49/386 (12.7%)
6 th	1 or 2%	2 or 3.6%	7 or 8.1%	5 or 5.1%	12 or 13.1%	28 or 31.4%
7 th	5 or 3.4%	6 or 5.6%	6 or 3.9%	10 or 7%	6 or 4%	11 or 7.2%
8 th	2 or 2%	6 or 5.4%	4 or 2.7%	6 or 4.1%	6 or 4.1%	10 or 7%

Source: NWEA Map Data

In math, the rate of students projected to meet standard reflects progressive increases each year, from 2.6% of all students in the Fall 2015 to 5% in Spring 2016; 4.4% in Fall 2016 to 5.5% in Spring 2017. The greatest rate of progress thus far is reflected in the rate of students projected at grade level proficiency from Fall 2017 to Spring 2018, 5.2% to 12.7% of all students. This pattern reflects student progress/proficiency over time and the highest rate of projected student proficiency in math since administering the MAP assessment in the school. Also noteworthy is the significant rate of progress made in 6th grade with an increase from 13.1% to 31.4% of students projected to meet standard.

Math

Math Proficiency: Fall 2015 – Spring 2018



Narrative

- The Spring 2018 MAP results reflect highest percentage of students projected to meet Grade Level Math Standards at 12.7%.
- At present, the rate of progress and proficiency reflects a 10% point gain for all students since Fall 2015.
- The overall rate of progress and projected proficiency to meet grade level math standards increased 6.5% from Fall 2017 to Spring 2018.
- This pattern and trajectory is similarly reflected on the California Assessment of Student Performance and Progress

Schoolwide Math Focus

- Instructional focus: Math for conceptual understanding and application
- Strategies for Student Talk, Collaboration, Complex Problem Solving
- Focus Standards, Writing for Justification and Explanation of Reasoning, Analysis of Student Work, Student Portfolios
- Structured teacher collaboration.

Fall 2017 to Spring 2018 Math

SOURCE: WLCCMS LOCAL MAP DATA

CST SCIENCE ACHIEVEMENT GRADE 8

The CST science achievement tests were last administered in 2016. The assessments were mandated by federal law, NCLB.

TABLE 26

METRIC	2015	2016
STUDENTS TESTED	136	147
PARTICIPATION RATE	97.8%	100
MEAN SCALE SCORE	315.1	302.1
% ADVANCED	12%	7%
% PROFICIENT	13%	23%
% BASIC	33%	21%
% BELOW BASIC	24%	22%
% FAR BELOW BASIC	18%	26%

Source: <https://caaspp.cde.ca.gov/caaspp2015/SearchPanel.aspx>
<https://caaspp.cde.ca.gov/caaspp2016/SearchPanel.aspx>

- 2015-2016—Participation rate was 97.8% in 2015, and 100% 2016.
- In 2015, 25% of students were proficient and advanced.
- In 2016, 30% of students performed at the proficient and advanced levels
- There was a decrease in the percentage performing at the basic level and increases in the below and far below basic levels.

GRADE 7 PHYSICAL FITNESS PERFORMANCE

TABLE 27 SOURCE: [HTTPS://DQ.CDE.CA.GOV/DATAQUEST/](https://DQ.CDE.CA.GOV/DATAQUEST/)

NUMBER TESTED	2015		2016		2017	
	133/	CUMULATIVE %	148	CUMULATIVE %	142	CUMULATIVE %
% 6 OF 6 FITNESS STANDARDS	24.1	24.1	17.6	17.6	27.5	27.5
% 5 OF 6 FITNESS STANDARDS	27.8	51.9	31.1	48.7	21.8	49.3
% 4 OF 6 FITNESS STANDARDS	15.0	66.9	23.6	72.3	18.3	67.6
% 3 OF 6 FITNESS STANDARDS	20.3	87.2	11.5	83.8	18.3	85.9
% 2 OF 6 FITNESS STANDARDS	9.0	96.2	14.2	98.0	11.3	97.2
% 1 OF 6 FITNESS STANDARDS	3.8	100	2.0	100.	2.1	99.3
% 0 OF 6 FITNESS STANDARDS	0.0	100	0.00	100	0.7	100.0

TABLE 27 SUMMARIZES HOW OUR GRADE SEVEN 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 BEST PERFORMANCE WAS IN 2016 WHEN 72.3% OF STUDENTS ACHIEVED 4 OF 6 OR MORE OF THE FITNESS STANDARDS. OVER THE THREE-YEAR PERIOD, 85.63% OF STUDENTS MET 3 OF 6 OR MORE OF THE FITNESS STANDARDS.

OVERALL SUMMARY 2017 BY FITNESS AREA

TABLE 28

FITNESS AREA	TOTAL TESTED	NUMBER IN HFZ	% IN HFZ	NUMBER NEEDS IMPROVEMENT	% NEEDS IMPROVEMENT HEALTH RISK
AEROBIC CAPACITY	142	106	74.6%	22.5%	2.0%
BODY COMPOSITION	142	61	43.0%	19.0%	38.0%
ABDOMINAL STRENGTH	142	91	64.1%	35.9%	NA
TRUNK EXTENSION	142	132	93.0%	7.0%	NA
UPPER BODY STRENGTH	142	99	69.7%	30.3%	NA
FLEXIBILITY	142	117	82.4%	17.6	NA

IN 2017 THIRTY-EIGHT PERCENT OF STUDENTS HAD BODY COMPOSITIONS THAT POSED A HEALTH RISK. THIS INDICATES A NEED FOR MORE HEALTH EDUCATION AT HOME AND IN THE SCHOOL.

CHRONIC ABSENTEEISM

Chronic absenteeism is one of the indicators that the state will use to evaluate schools and districts. It will likely appear on the dashboard for fall, 2018. If a student is absent 10 percent or more of the days they were enrolled a school, they are classified as chronically absent. The goal is to reduce chronic absenteeism rates for racial/ethnic groups and program groups which include English learners, Socioeconomically disadvantages, foster youth, homeless youth, and students with disabilities. The following table displays rates of absenteeism for WLCCMS for the 2016-2017 school year.

Table 28 Sources: School Data: <https://dq.cde.ca.gov/dataquest> State: CDE News Release #17-88 12/5/17

RACE/ETHNICITY	CUMULATIVE ENROLLMENT	ABSENTEEISM COUNT	ABSENTEEISM RATE	STATE WIDE
WATTS SCHOOLWIDE	415	41	9.9%	10.8%
BLACK/AFRICAN AM.	67	12	17.9%	18.80%
LATINO	343	27	7.9%	11.80%
PROGRAM GROUPS				
ENGLISH LEARNERS	129	7	5.4%	10.50%
FOSTER YOUTH	*	*	*	25.1%
ECONOMIC STATUS	400	39	9.8%	13.5%
SW DISABILITIES	27	5	18.5%	17.7%

- STUDENTS WITH DISABILITIES HAD THE HIGHEST RATE 18.5% OF ABSENTEEISM CLOSELY FOLLOWED BY BLACK STUDENTS AT 17.90%. BOTH RATES ARE SIMILAR TO THE STATEWIDE RATES FOR THESE GROUPS AND ARE APPROACHING 20%. THE IMPLEMENTATION OF A PROGRAM DESIGNED TO IMPROVE SOCIAL EMOTIONAL LEARNING, IN THE SCHOOL, AND PROCEDURES FOR FOLLOWING UP ON STUDENTS WHO ABSENT IS NEEDED.
- THE RATE FOR LATINOS, AND ENGLISH LEARNERS IS BELOW 10%. THE RATE FOR ELs IS ALMOST HALF THAT OF THE STATEWIDE RATE. THE

YEARLY TRUANCY RATE

The truancy report gives a count of students who were reported as being truant at least one time during the academic year. A student is truant if absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year or any combination of tardy attendance or absences.

TABLE 28	2014-15	2015-16
CUMULATIVE ENROLLMENT WLCCMS	368	382
NO. OF TRUANT STUDENTS	222	287
TRUANCY RATE	60.33	69.90
LAUSD CUMULATIVE ENROLLMENT	677,626	667,142
NO. OF TRUANT STUDENTS	235,537	349,074
TRUANCY RATE	34.76	52.32

SOURCE: <https://dq.cde.ca.gov/dataquest/>

- CHARTER SCHOOL RATE IS SIGNIFICANTLY HIGHER THAN DISTRICTS.
- BASED ON ADA, IT IS OBVIOUS THAT THE TRUANCIES ARE PRIMARILY DUE TO TARDY ATTENDANCE.
- CHARTER SCHOOL IS REVIEWING PROCEDURES FOR KEEPING TRACK OF HOW RECORDS ARE KEPT AND REPORTED
- THE TRUANCY RATE FOR 2017 AND 2018 HAVE NOT BEEN PUBLISHED AND WERE NOT READILY AVAILABLE.

SUSPENSIONS AND EXPULSIONS

TABLE 29	YEAR Ending	2014-15	2015--16	2016-17	2017--18
	TOTAL SUSPENSIONS/ENROLLMENT	12/368	13/382	42/415	7/400
	UNDUPLICATED STUDENTS SUSPENDED	11	11	33	1.75
	SUSPENSION RATE EVENT RATE	3.0%	2.9	10%	1.8%
	SINGLE STUDENT SUSPENSION	NA	NA	8.0%	.08%
	EXPULSION RATE	0.0%	0.0%	0.00%	0.00%
	AFRICAN AMERICAN/BLACK	6.5%	4.1%	23.9%	6.4%
	LATINO	1.9%	2.3%	5%	NA
	STUDENTS WITH DISABILITIES	NA	NA	NA	6.9%
	LAUSD SIMILAR SCHOOLS	NA	3.9%	3.3%	Data Not Available
	LAUSD RESIDENT SCHOOLS	NA	1.2%	6.0%	

SOURCE FOR 2015-2017: <http://dq.cde.ca.gov/dataquest> SOURCE: SIMILAR AND RESIDENT SCHOOLS: LAUSD DATA SET FROM CHARTER SCHOOL DIVISION

SUSPENSIONS

1. For the 2016-2017 school year, WLCCMS has a suspension rate of 6% with a total of 18 students suspended. Many of the recurring issues that led to the number of suspensions were connected to the following categories: (1) fighting/battery, (2) sexual harassment/sexual misconduct, (3) bullying/cyberbullying, (4) weapons on campus (taser) and (5) possession/ use of drugs on campus.
2. Eighteen (18) of the offense during the 2016-2017 year were committed by 7 students who were repeat offenders. Four of the students were African-Americans and 5 were students with disabilities. Some students committed three to 4 offenses that led to suspension. The IEPs of special ed students were reviewed and generally resulted in a modification or the addition of a Behavior Support Plan, adding DIS counseling, or assigning them to classes with instructional assistants for additional support. We are aware of historical data of African Americans, in general, receiving more suspensions than other subgroups. However, any overrepresentation is due to the same students being suspended more than once, not their ethnicity.
3. A persistent focus is on changing the school culture to reduce suspensions and improve academics. This will be accomplished by building a safe and supportive learning environment marked by respectful relations among all stakeholders. A target suspension rate for 2017-18 was set at less than 1%. The final was 1.75%, a significant reduction compared to the prior year.
4. Charter school staff consistently elicits input from students through various methods. However, our school realized the importance of research and administering a comprehensive research-based survey for students, parents, and staff/teachers. The school administered the WestEd California Healthy Kids Survey in the Spring of 2018. The online survey focused on areas of school connectedness, academic motivation, caring relationships, school safety. Results were disaggregated by grade level. We shared the results with students, parents, and the governing board in the process of updating the LCAP and are using the results to improve student academic outcomes and schoolwide climate.

FALL 2018 DASHBOARD LOCAL INDICATORS

All LEAs are required to complete, submit and present as an information item in a publicly scheduled governing board meeting the following 5 Local Indicators for the LEA's CA Dashboard

The following is **Watts Learning Center Charter Middle School (WLCCMS)** Local Indicator Self-Reflection Report for the Fall 2018 CA Dashboard Local Indicators.

The criteria for each of the 5 Local indicator (Priority 1, 2, 3, 6, & 7) is:

- Met
- Not Met
- Not Met for Two or More Years.

PRIORITY 1: Basics – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, & Safe, Clean and Functional School Facilities

Findings reported:

- Number/percentage of misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions: 1
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

NARRATIVE:

During the 2017-18 school year, there was 1 teaching position, for which our school was unable to fill with an appropriately credentialed teacher despite numerous outreach efforts to fill a grade 6 teaching position. Instruction was provided by a credentialed long-term substitute teacher.

CRITERIA: MET

PRIORITY 2: Self Reflection Tool for Implementation of State Academic Standards

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

LEAs are required to rate each of the following using the following Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 – Initial Implementation
- 4 - Full Implementation
- 5 – Full Implementation & Sustainability

WLCCMS selected Option 2 Reflection Tool:

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- English Language Arts - Common Core State Standards for English Language Arts: 4
- English Language Development (Aligned to English Language Arts Standards): 3
- Mathematics - Common Core State Standards for Mathematics: 4
- Next Generation Science Standards: 1
- History-Social Science: 4

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

- English Language Arts - Common Core State Standards for English Language Arts: 4
- English Language Development (Aligned to English Language Arts Standards): 4
- Mathematics - Common Core State Standards for Mathematics: 4
- Next Generation Science Standards: 2

3. History-Social Science: Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

- English Language Arts - Common Core State Standards for English Language Arts: 4
- English Language Development (Aligned to English Language Arts Standards): 3
- Mathematics - Common Core State Standards for Mathematics: 4
- Next Generation Science Standards: 2
- History-Social Science: 3

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

- Career Technical Education:
- Health Education Content Standards:
- Physical Education Model Content Standards: 2
- Visual & Performing Arts:
- World Languages:

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including

summer 2017) rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

- Identifying the Professional Needs of groups of teachers or staff as a whole: 4
- Identifying the professional learning needs of individual teachers: 4
- Providing support for teacher on the standards they have not yet mastered: 3

CRITERIA: MET OPTIONAL NARRATIVE:

The following question had a ranking of “1” for the 2017-18 school year.

- Question #1: During the 2017-18 school year, members of our Instructional Leadership Team attended various NGSS workshops to assess which professional development would be appropriate for our Science Department. For the 2018-19 all Science teachers will receive extensive professional development on the NGSS to provide our students with authentic learning experiences.

PRIORITY 3: Self-Reflection Tool for Parent Engagement

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

WLCCMS selected OPTION 1: Parent Survey

INSTRUCTIONS: If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Findings Reported:

WLCCMS administered the CA School Parent Survey, in order to seek input from parents in decision-making, and to promote parental participation in programs.

Parents with children in grades 6-8 participated and completed the survey. Parents/guardians who were surveyed also represented children identified as English Learners, Socio-economically Disadvantaged, and/or Students with Special Needs.

PARTICIPATION RATE:

A total of 124 parents were surveyed, approximately a 32% participation rate.

SURVEY FINDINGS: SITE #1

The following are the parent survey findings:

- 88% agree/strongly agree that the school allows input and welcomes parents’ contributions.
- 79% agree/strongly agree that the “school encourages me to be an active partner with the school in educating my child.”
- 78% agree/strongly agree that the school actively seeks the input of parents before making important decisions.
- 83% agree/strongly agree that parents feel welcome to participate at the school.
- 92% agree/strongly agree that school staff treat parents with respect.
- 85% agree/strongly agree that school staff take parent concerns seriously.
- 37% have attended a school event.
- 23% have volunteered at the school.

- 68% have attended a general school meeting.
- 48% have attended a meeting of the parent-teacher organization/association.
- 76% have attended a regularly scheduled parent-teacher conference with their child's teacher.
- 26% have served on a school committee.
- 87% agree/strongly agree the school keeps them well informed about school activities.
- 81% agree/strongly agree that the teachers communicate with parents what students are expected to learn in class.
- 84% agree/strongly agree that the school promptly responds to phone calls, messages or emails from parents.

WLCCMS selected the CA School Parent Survey, an evidence-based survey, as recommended by the California Department of Education (CDE) and as part of the school's LCAP process and adherence to Priority 3. The new Principal has shared parent survey results with stakeholders (parents, staff and governing board) and will implement steps to promote parent participation in school programs and seek input from parents in decision-making through parent engagement.

WLCCMS new Principal and school staff will work diligently to increase parent survey participation rates for the Spring 2019 parent survey as outlined in the school's LCAP.

CRITERIA: MET

PRIORITY 6: School Climate

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions have, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

FINDINGS REPORTED: PARTICIPATION RATE:

WLCCMS administered the CA Healthy Kids Survey (CHKS) to grades 6-8. A total of 329 students participated and completed the survey, an overall 76% student participation rate.

SURVEY FINDINGS:

The following are the student survey findings: In the area of school connectedness:

- 79% of grade 6, 44% grade 7, and 41% grade 8 students stated they are happy to be at Watts Learning Center Middle School.
- 64% of grade 6, 30% grade 7, and 33% grade 8 students stated they feel safe at the school most/all of the time.
- 61% of grade 6, 41% grade 7, and 39% grade 8 students stated they feel they are part of the school most/all of the time.

In the area of caring relationships:

- 69% of grade 6, 45% grade 7, and 49% grade 8 students stated that there is teacher/other adult who notices when they (student) are not there.
- 77% of grade 6, 61% grade 7, and 62% grade 8 students stated that there is a teacher/other adult "who listens to me when I have something to say."

In the area of Meaningful Participation at school:

- 20% of grade 6, 14% grade 7, and 20% grade 8 students stated, “I help decide school activities or rules.”

In the area of school connectedness:

- 71% of grade 6, 53% grade 7, and 47% grade 8 students agree/strongly agree they feel close to people at the school.
- 79% of grade 6, 44% grade 7, and 41% grade 8 students agree/strongly agree they are happy to be at WLC – Middle School.
- 61% of grade 6, 41% grade 7, and 39% grade 8 students agree/strongly agree they feel they are part of the school.
- 64% of grade 6, 30% grade 7, and 33% grade 8 students agree/strongly agree they feel safe at school.

In the area of quality of school physical environment:

- 51% of grade 6, 26% grade 7, and 31% grade 8 students agree/strongly agree that the school is usually clean and tidy.

In the area of cyber-bullying, over the past 12 months:

- For grade 6: 82% of respondents stated they’ve never been cyber-bullied; 15% were cyber bullied once, and 2% were cyber-bullied 2 or more times.
- For grade 7: 76% of respondents stated they’ve never been cyber-bullied; 13% were cyber bullied once, and 11% were cyber-bullied 2 or more times.
- For grade 8: 74% of respondents stated they’ve never been cyber-bullied; 8% were cyber bullied once, and 18% were cyber-bullied 2 or more times.

Our school will utilize the results of the CHKS to improve schoolwide support services, school climate, student connectedness, and increase student participation rates for the CHKS for Spring 2019.

CRITERIA: MET

PRIORITY 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

INSTRUCTIONS: LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

- 1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

Watts Learning Center Charter Middle School, a grade 6-8 charter school that focuses on a college preparatory program with an integrated approach to literacy in math, science and language arts, designed to help students from underserved communities meet and exceed state academic standards and rise to their highest potential. Charter School accomplishes this by providing a high-quality, standards and research-based instructional program, in a nurturing educational environment, that emphasizes the college and career readiness, ethical values, and the social, physical, and emotional well-being of each student. In addition to the core instructional program, WLCCMS provides students with additional academic support in the form of enrichment classes, extended learning, and academic intervention activities. It also builds upon the success of Watts Learning Center – Elementary School that is one of the highest performing elementary schools in South Los Angeles.

- WLCCMS serves 399 students in grades 6-8. Our school provides all students with a standards-aligned curricular and instructional materials. Our student demographics include: 87% Latino, 13% African-American, 22% English Language Learners (ELL); 4.5% Students with Disabilities, 0% Homeless; 1.2% Foster Youth, and 89% Socio- economically Disadvantaged.
- WLCCMS provides all students with access to a broad course of study in alignment with Ed Code 51210 (where applicable) based on the nature of Charter School's educational program.
- WLCCMS uses the following locally selected tools to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups and individuals with exceptional needs which include: master schedule, student course schedule (semester), report cards, student presentations, and parent/conference reports. In addition, this will be verified by the principal during classroom observations and ensure classroom schedules are being followed.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

An analysis of the measures listed above demonstrate that 100% of the students, including unduplicated groups and students with exceptional needs, have access to core courses and differentiated and expanded course options via enrichment and targeted academic supports based on student need. At WLCCMS, all students in grades 6-8 have access to and are enrolled in ELA, mathematics, science, social studies, and physical education. In addition, 100% of students have access to and are enrolled in: Designated ELD course for English Learners (Grades 6-8); Pull-out academic support for students with special needs (Grades 6-8); Reading and Math Enrichment (Grades 6-8); Music and Art, Drama, Creative Writing, Aerospace, Reading Enrichment (Grades 7-8).

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Currently 100% of the students have access to a broad course of study and WLCCMS will continue to monitor this to ensure no barriers arise to change access.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students.

Due to the current success of WLCCMS in providing all students with access to a broad course of study, no changes are currently planned, however this data will continue to be monitored and revisions made, with implementation for continuous improvement of the curriculum, course options and learning experiences provided to all students.

AREAS OF SUCCESS

Our success in increasing student achievement can be attributed to the following practices:

1. Stabilizing the teaching staff by reducing annual turnover from 75% in 2013-14 to less than 25% in the 2017—2018 school year. Our investment in professional development and shared decision making have resulted in the desired increase in student achievement. Teachers have assumed leadership roles by supporting peers, making decisions about curriculum, and most aspects of the school's programs.
2. Implementing "Project Read" strategies schoolwide. The schoolwide use of these methods have led to more instructional coherence in teaching reading in all content areas.
3. Professional development focused on methods for effectively teaching CCSS
4. Improving school culture by implementing strategies designed to develop social emotional learning. The school employed a consultant from School Culture Piece to provide professional development including

coaching for the staff. We also implemented social justice training circles as an alternative to suspension. These sessions were facilitated by the assistant principal.

5. Providing consistent coaching support for teachers who were new to the school or those who needed to improve instructional practices identified by the administrator or the teacher.
6. More consistently and effectively implementing the **Read 180** program for identified students in grades 7 and 8.

AREAS OF CHALLENGE

WLCCMS, began to focus on the implementation of these standards during the 2012—13 and 2013—14 school years. This was a period when much of our time was spent learning about the CA CCSS and how to teach them. We had to identify core and supplemental programs/resources that would facilitate the teaching of CCSS and of course meet the needs of our students, especially those who are achieving far below grade level in ELA and math.

Professional development was and continues to be focused on understanding the Standards and identifying and engaging instructional activities designed increase student achievement. In the spring of 2015, students took the SBAC which provided the baseline data. Following are additional areas of challenge:

1. We need to continue to stabilize staffing so that credentialed teachers remain with the school for the long term so that we are able to implement an effective, coherent instructional program that predictably results in improved and increasingly higher achievement for all students. Like many schools, we are impacted by the current shortage of credentialed, experienced and effective teachers, especially so in math. Staffing for middle schools is more challenging than it is for elementary and high schools. (*Clark*). Furthermore, the preservice training that many if not most single subject teachers receive generally does not prepare them to teach middle school students. Most teachers with multiple subject credentials seem to prefer assignment to elementary schools. (*Ingersoll*), (*M. R. West*) (*M. R. West*). We have taken steps to meet the challenge of attracting and retaining experienced staff by increasing teachers' incomes 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 CCSS aligned and highly rated ELA/ELD, mathematics program, and history-social science texts for all grades.
2. Especially challenging, is the effective teaching of mathematics as evidenced by our performance. We need to more closely assess where students are. Who has the prerequisite skills needed from to make adequate progress? Who needs intervention and in what areas? What type of support do these students need? Who will provide the support and when? How do we schedule classes to insure students receive support? What instructional resources should be used? What kind of support and professional development do teachers need to be more effective. With the adoption of the **Illustrative Math** for grades 6 – 8 from Open Up Resources, we are in the position to make positive sustained growth in mathematics. This program's sequence of development and the methods of engaging students is closely aligned to the recommendations of California's Framework for Mathematics K-12.
3. Sustaining a reclassification rate or 20% or more was not consistently accomplished. This was due primarily to our not entering the data into CALPADS within correct time frame and ensuring that the progress of ELs' progress is carefully monitored. This has been corrected by designating this process to an EL coordinator who facilitates the process with teachers, administrators and parents. The Director and Executive Director are closely monitoring the process.
4. The implementation of **designated ELD** on a consistent basis has been a challenge. That has been corrected this year by establishing a designated ELD class for every grade level. Instruction is differentiated and focused on their language proficiency levels. We will also need to improve the academic performance and reclassification of Long-Term English Learners.
5. Improvement in English Language Arts is also needed. The reading fluency and basic comprehension of students with scale scores in the standard not met range should be administered Screening assessments to ensure that students who need more intensive development of early foundation reading skills receive the instruction and support needed to excel at grade level.

6. Implementing unified coherent strategies for teaching reading, writing, listening, and speaking in all content areas remains somewhat elusive. The new **Study Sync** program is increasing teachers' confidence in delivering cohesive ELA/ELD instruction. However, there is the need for teachers to develop a much higher level of expertise in teaching literacy in all content areas instead of being too dependent on published programs for the methodology. Though there has been some professional development in this area, many teachers who have received this support have left the school.
7. We need to better understand our students so that we can create a more positive school culture that will allow them to fully develop in every way—socially, emotionally, and academically. This includes interpersonally as well as intrapersonally. The transition to middle school occurs when students experience rapid change physically, socially, emotionally. This includes social and emotional behaviors which influence mindsets and ultimately the choices the learner makes that may determine his or her future for a lifetime. Longitudinal research comparing matched cohorts of students who move to middle schools with those who remain in K-8 schools has found that students going to middle school do not achieve as well as they would be expected to perform nor as well as the students who remain in K-8 schools. Students that make the transition from K-8 schools to high school do not have the same decrease in achievement. (*Weiss, (M. R. West)*). Most researchers and practitioners point to the structure of middle schools and the need for more social and emotional support if students are to attain their academic potential which is inextricably related to their growth socially and emotionally.

In summary, a major strength and accomplishment of the school is evidenced in the fact that the literacy rate ranks 1st among LAUSD resident schools and outperforms similar LAUSD schools according to LAUSD CSD metrics. Over the past 3 years since the Fall of 2015, the school has made progressive gains and a cumulative double-digit percentage point gain in Reading, and the school now also outperforms the median average in mathematics among similar schools. The school's internal data further reflects this progressive gain over time according to the Measures of Academic Progress (MAP).

The progress over time is a reflection of articulating and representing a clearer and more focused vision for improving student learning outcomes; generating increasingly challenging and more specific goals and multiple measures for student learning with supporting plans and strategic actions; Expanding the forms and sources of data that count as evidence; Incorporating more frequent quality reviews and school-based student progress reporting to determine evidence of effectiveness and impact of strategies for continuous improvement.

In the process, the school has developed a clearer and more coherent focus on improving student reading proficiency over time which has also resulted in efforts to positively impact the social context for learning in the school. There is also greater alignment of programs and projects with the explicit focus of improving student literacy (Examples include Student Learning Forum projects in science instruction to define and address a real-world problem using science; Provision of elective enrichment course options such as music and art with efforts to make more deliberate connections to student literacy; Provision of afterschool tutoring and Saturday school for struggling students to improve Reading proficiency.). Collectively, these shifts have reflected improvements in the clarity of instructional focus (i.e. Key CCSS standards for depth, focus and tracking), increased consistency in teaching practices (i.e. Strategies as in 'Talking to Text' and 'Collaborative Reading' for learner discourse grounded in text analysis for meaning and understanding), strengthening systems for assessment (including performance writing tasks from sources, use of student portfolios and formative practices to monitor learner progress), and improvements in protocols for collaboration and accountabilities to student learning in the school.

In sum, the school has made a double-digit progressive gain in the percentage of students meeting standard in reading proficiency over time with an explicit focus and goal to improve learner literacy. The school has worked over time to strengthen the instructional focus and effectiveness of common teaching practices. The school has worked to strengthen systems of assessment and structures for collaboration and instructional decision making for continuous improvement. Efforts include strengthening accountabilities to learning through structured collaborative planning, implementing standards-aligned student portfolios, and expectations for data analysis reporting on learner progress for instructional improvement.

Key resources and targeted supports have included: SCALE @ Stanford University to strengthen key assessments; Identifying onsite literacy coaches to provide literacy support for teachers and instructional aides; Provision of Reading Apprenticeship @ WestEd professional development and onsite technical assistance to support schoolwide common practices emphasizing text-based analysis in the content areas and strategies to formatively assess learner reading processing for ongoing adjustments; Weekly onsite math support was provided by the UCLA Math Project.

Continuous improvement of teaching practice for increased effectiveness remains a school focus by strengthening instructional coherence for consistency, depth and alignment of curriculum and assessment. An additional focus for improvement is strengthening accountabilities to student learning, including the systems, structures and practices for collaborative team planning, tracking learner progress using student portfolios and key assessments, provision of systematic intervention, and student progress reporting for ongoing adjustment.

In February 2018, the Board of Directors retained an independent consultant and launched a statewide search to secure a high-performing, transformative school principal with the experience and track record to make a direct and immediate impact. The search process yielded a highly competitive pool of applicants, including a thorough and comprehensive vetting, and a multi-step procedure inclusive of stakeholder engagement. A hiring committee chaired by the independent consultant included selected teachers and parents, former principals, district leaders and leaders of university-based principal preparation programs. Recommended candidates made presentations before the school faculty and staff, parents and community as well as Board of Directors. A final interview and selection was made for Board approval by the Executive Director, Board President and designees of the Board President.

The new Director began executing a transition plan in mid-June 2018, which included a complete assessment of current staffing and filling vacant and new positions, evaluation of curriculum resources, master scheduling and instructional minutes as well as course assignments and programs. The school culture and climate in particular has observably been completely transformed in the process, and the school is well on its way to functioning as a high-performing school in accomplishing the Board's vision and mission to provide children and families of South Los Angeles with a World Class Education.

STUDENT POPULATION TO BE SERVED

The Charter School is located in zip code 90003. Comparison Resident District schools are in the following zip codes:

Zip Codes	Schools			
90001	Charles Drew (.8mi.)			
90002	96 th Street (1.9 mi)			
90003	Bethune (1.7 mi)			
90044	Bret Harte (1.4 mi)			
90061	Gompers (1.8 mi)			
90059	Ánimo J. B. Taylor (2.2)	93 rd St (.4 mi)	Knox (.7 mi)	South Park (.4 mi)

Demographics for resident zip codes:

Zip Code	90001	90002	90003	90044	90059	90061	City--LA
Estimated Population	58,773	52,569.	71,215	91,448	46,687	27,593	3,976,324
% Black	10.0%	24%	22.0%	35.8%	29.0%	35.0%	6.6%
% Latino	86.0%	71.5%	69.0%	59.4%	56.0%	59.0%	45.9%
% speak English at home	13.4%	26.7%	25.8%	40.3%	37.1%	38.9%	---
% speak Spanish at home	87.5%	73.1%	74.1%	59.2%	62.1%	61.0%	48.9%
Median household income	\$35,747.	\$33,869.	\$33,200.	\$31,544.	\$36,515	\$37,591.	\$61,544.
% below poverty level	30.4%	33%	32.7%	33.3%	34.2%	30.9%	14.0%
% unemployed	9.7%	10.5%	11.0%	9.2%	12.7%	9.6%	6.0%
% headed by single parent*	46.0%	52.0%	54.0%	57.0%	54.0%	54.0%	30.0%
% HS grad or higher	42.4%	51.3%	47.9%	62.1%	56.9%	59.8%	80.0%
% no HS Diploma *	50.5%	42.7%	45.7%	42.7%	38.9%	35.8%	18.0%
% HS Dropout*	57.0%	48.0%	52.0%	38.0%	43.0%	40.0%	20.0%
% bachelor's degree or higher	4.6.0%	5.4%	5.4%	7.6%	7.0%	8.5%	30.0%

Source: [www./City-Data.com](http://www.City-Data.com) for 2016

* Source: [www./TownCharts.com](http://www.TownCharts.com) for 2016

1. **ETHNICITY & RACE:** THE DEMOGRAPHICS OF THE SCHOOL REFLECTS THOSE OF THE ZIP CODES IN MOST WAYS. LATINOS ARE THE LARGEST ETHNIC GROUP AT 89%. HOWEVER, THIS IS A LARGER PERCENTAGE THAN FOUND IN EACH OF THE ZIP CODES. THE AVERAGE PERCENTAGE OF BLACK STUDENTS, 11.8% IN 2017-2018, IS BELOW THAT OF THE AVERAGE AREA ZIP CODES. AS MENTIONED PREVIOUSLY IN THE DISCUSSION OF THE TABLE 6—ENROLLMENT OVERTIME, THERE HAS BEEN A STEADY DECLINE IN THE ENROLLMENT OF BLACK STUDENTS SINCE THE 2014-2015 SCHOOL YEAR WHEN IT WAS 24.9%
2. **ECONOMIC STATUS:** THE MEDIAN HOUSEHOLD INCOME IN EACH ZIP CODE IS \$24, 000 TO \$30,000. LESS THAN MEDIAN INCOME OF THE CITY OF LOS ANGELES AT \$61,544.00. AN AVERAGE OF 52.8% OF FAMILIES ARE HEADED BY A SINGLE PARENT, PRIMARILY FEMALES. ALSO, THE UNEMPLOYMENT RATE AVERAGES AROUND 10.45% AS COMPARED TO 6.6% FOR THE CITY. ANNUALLY, NINETY-SEVEN PERCENT (97%) OF STUDENTS QUALIFY FOR FREE OR REDUCED PRICED LUNCH—THE METRIC FOR DETERMINING ECONOMIC STATUS.
3. **LANGUAGE:** A LARGE PERCENTAGE OF HOUSEHOLDS SPEAK SPANISH AT HOME. THE PERCENTAGE OF ENGLISH LEARNERS WAS 31.5% IN 2017 AND 24.3% IN 2018.
4. **EDUCATION:** THE PERCENTAGE OF HIGH SCHOOL DROPOUTS (38% TO 57%), AND THE PERCENT WITH NO HIGH SCHOOL DIPLOMA IS VERY HIGH WHEN COMPARED TO THE CITY WHICH IS 20% AND 18% RESPECTIVELY. THE PERCENT OF HIGH SCHOOL GRADS OR THOSE WITH HIGHER EDUCATION AVERAGES 53.4% COMPARED TO 80% FOR THE CITY. THE AVERAGE PERCENTAGE OF RESIDENTS HAVING A BACHELOR’S DEGREE OR HIGHER IS 6.5% AS COMPARED TO 30% FOR THE CITY.

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 six resources are those that we seek to influence as educators at Charter School. Our goals are to provide support systems, role models, an emotionally safe, respectful and trusting environment and opportunities to learn which will increase the likelihood of each student’s success, emotionally, socially and academically. A well-implemented, intentional program designed to develop schoolwide social emotional learning is needed. This learning is essential for students, ALL staff and parents.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five groups of inter-related core social and emotional competencies that SEL programs should address (Collaborative for Academic, Social, and Emotional Learning; 2005; Devaney, O’Brien, Keister, Resnik, & Weissberg, 2006):

- **Self-awareness:** accurately assessing one’s feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence;
- **Self-management:** regulating one’s emotions to handle stress, controlling impulses, and persevering in addressing challenges; expressing emotions appropriately; and setting and monitoring progress toward personal and academic goals;
- **Social awareness:** being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; and recognizing and making best use of family, school, and community resources;
- **Relationship skills:** establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; and seeking help when needed; and

- **Responsible decision making:** making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; and contributing to the well-being of one's school and community.

CASEL's research shows that teachers are as effective, often more so, as therapist and trained counselors in implementing structured, regularly schedules programs designed to develop students' skills. (Payton)

Following is our projected enrollment of the population to be served during the term of this renewal.

TABLE 22

Enrollment Roll-Out Plan					
Grade	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6	105	120	130	140	140
7	160	150	140	140	140
8	155	150	150	140	140
Total	420	420	420	420	420

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 WLCCMS, 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 student.

Our philosophy includes the following perspectives:

- Every student must be known, valued and respected because children are at the center of the educational process.
- Students must be engaged in a regular program designed to develop their social and emotional learning can positively impact their academic achievement and life choices and opportunities. This includes interpersonal and intrapersonal skills, knowledge and attitudes.
- 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.
- Student 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 consumption of resources 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. cooperatively
- Works collaboratively and 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 respectful, and sympathetic and 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 or her personal life as well as those of his family, the community and wider world.

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 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.

WLCCMS VISION

The Watts Learning Center Charter Middle School's mission is to provide a world-class education to inner-city students' from low-income families to help them realize their full academic potential and to create a culture of learning in which all stakeholders-students, parents or guardians, faculty, and staff have clearly defined roles and expectations.

WLCCMS VISION

The middle school's vision is to make the Watts community synonymous with academic achievement rather than with riots and despair and to produce high-academic achievers who are self-confident, ethical, and motivated to be lifelong learners. Our students will possess proficient literacy skills, math and science proficiency, and technological competence. They will demonstrate knowledge and application of the arts, literature, history and social science, health, math, communication, science, problem solving, and work ethics. They will value friendship, responsibility, cultural diversity, quality of life and the democratic process. They will become well informed and highly aware of our interconnected world in order to pursue higher education and seek a professional career.

LCAP/LCFF

The following charts describe our LCAP/LCFF priorities, goals and action steps, metrics and methods for measuring the expected outcomes. Note that Charter Renewal guidelines state that this part of charter must reflect the LCAP submitted in June.

LCFF STATE PRIORITIES	
GOAL #1	
<p>WLCCMS 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, mathematics, and science.</p> <p style="text-align: center; margin-top: 20px;">The LCAP 2017 – 2020 are matched to actions to achieve Goals</p>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Related State Priorities:</p> <div style="display: flex; justify-content: space-around; margin: 5px 0;"> <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 </div> <div style="display: flex; justify-content: space-around; margin: 5px 0;"> <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 </div> <div style="display: flex; justify-content: space-around; margin: 5px 0;"> <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p style="text-align: center; margin: 0;">Local Priorities:</p> <div style="margin: 5px 0;"> <input type="checkbox"/>: </div> <div style="margin: 5px 0;"> <input type="checkbox"/>: </div> </div>
Specific Annual Actions to Achieve Goal	
<ol style="list-style-type: none"> 1. Employ highly qualified, credentialed teachers, with who provide instruction for all core subjects. (Goals1 & 2) 2. Employ highly qualified teaching assistants as defined by state and federal statutes. (Goal 1, action 1) 3. 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. (Goal 3) 4. Maintain 1: 1 or more student to computer ratio in every grade. (Goal 7, action 3) 5. Monitor students' progress toward mastery of standards using appropriate assessments—screening, diagnostic, formative, portfolio, performance-based rubrics. (Goal 1, Goal 12). 6. Provide intensive intervention or remediation for students not meeting standards in ELA and math. (Goal 11, action) 7. Provide after school tutoring as an additional support for students failing core and non-core classes. (Goal 11, action) 8. Provide students who are struggling academically the opportunity to participate in an 8 week Saturday School program. (Goal11, action 1) 9. Increase the percentage of students in each grade level meeting or exceeding standards in ELA. (Goals 8, &11) 10. Increase the percentage of students in each grade level meeting or exceeding standards in Math. (Goals 8 & 11) 11. Increase the percentage of students meeting or exceeding standards in ELA in subgroups: Black, English Language Learners (ELLs), and students with disabilities (SWD). 12. Increase the percentage of students meeting or exceeding standards in Math in subgroups: Black, English Language Learners (ELLs), and students with disabilities (SWD). 13. Decrease the percentage of students not meeting standards in ELA (Goals 8 & 11) 14. Decrease the percentage of students not meeting standards in Math. (Goal 8 & 11) 15. Maintain student participation rate in testing at 95% or higher. (Goal 7) 16. Maintain an annual EL reclassification rate of 20% or higher. 17. Provide physical education designed to improve seventh grade students' performance on the mandated physical fitness test. 18. For all staff, provide professional development focused on the impact of Social Emotional Learning skills on students' academic growth, social and emotional development and how to provide supports that assist students in developing appropriate cognitive strategies, appropriate relationships, coping strategies, and goal-setting. (Goal 1) 	

19. Provide professional development designed to improve teachers' knowledge and practice in delivering instruction to improve students' mastery of ELA/ELD, math, history/social science and science (NGSS) (Goal 5 action 1, Goal 8, actions1 & 2, Goal 2, Actions 1 & 2)
20. Offer a 3-week intensive summer school program in ELA, Math ELD. and enrichment (Goal 11, action 2)
21. Provide 12-16 hours monthly of common planning time for each grade level and as needed across grade levels.
22. Broaden students' access to courses to prepare all students for 21st century careers by offering, music, art, Reading and Math Enrichment; Drama, Creative Writing, Aerospace. (Goal 1)

Expected Annual Measurable Outcomes

Outcome #1: All classrooms are staffed by highly-qualified teachers appropriately credentialed for their assignments.

Metric/Method for Measuring: Percentage of classroom staffed with highly qualified teachers

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome # 2 All teaching assistants are highly-qualified as defined by state and federal statutes

Metric/Method for Measuring: Percentage of TA's that meet the highly-qualified definition as defined by state and federal guidelines

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	100	100%	100%	100%	100%	100%

Outcome #3 All classrooms have CCSS-aligned core and ancillary materials, both print and digital—includes purchased and open sources. (#GoOpen initiative)

Metric/Method for Measuring: Percentage of teachers/classroom with inventory of CCSS aligned materials purchased--digital, print, open source instructional resources.

APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	100% of materials currently adopted.	100% of classes have core and ancillary instructional materials	100% of classes have core and ancillary instructional materials	100% of classes have core and ancillary instructional materials	100% of classes have core and ancillary instructional materials	100% of classes have core and ancillary instructional materials

Outcome # 4: There is one computer for each student in each classroom schoolwide.

Metric/Method for Measuring: Percentage of students assigned a computer-- assignment list & inventory

APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	100%	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

Outcome # 5: All students not meeting standards in reading and or math are administered screening assessment and if indicated diagnostic assessments in reading and math. Metric/Method for Measuring: Percentage of students screened, records of results submitted by teachers and entered into the Student Information System.						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide) not meeting standards or recommended for screenings.	No baseline as action is new	100%	100%	100%	100%	100%
Outcome # 6: Provide intensive intervention and remediation for students who lack prerequisite skills in math or sufficient foundational skills that enable them to read grade level materials. Metric/Method for Measuring: Percentage: Classes scheduled and appropriate instructional resources, materials and staff-consistently provide intervention and remediation for students needing remediation.						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	None	Action Implemented	Action Implemented	Action Implemented	Action Implemented	Action Implemented
Outcome # 7: Provide after school tutoring as an additional support for students in RTI II and III. Metric/Method for Measuring: Records documenting identified students' attendance after school instruction 2 days weekly focused on students' instructional needs.						
APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide) in needing interventions or remediation in reading and math, and academic mentoring in core classes.	Action Implemented	Action Implemented	Action Implemented	Action Implemented	Action Implemented	Action Implemented
Outcome #8: Provide 8-week Saturday school for students who need to improve performance on SBAC Claims/Targets in ELA and Math. Metric/Method for Measuring: 80% of eligible students attend Saturday SBAC Sessions						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Students needing improvement in Math	none	80% +	80% +	80% +	80% +	80% +
Students needing improvement in ELA	none	80%+	80%+	80%+	80%+	80%+
Outcome #9: Annually increase the percentage of students meeting and exceeding standard in ELA Metric/Method for Measuring: Percentage of students scoring at levels 3 & 4, met standard, exceed standard on the ELA SBAC.						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Grade 6 Students Meet/exceed Standards	35%	42%	49%	56%	62%	69%
Grade 7 Students Meet/exceed Standards	29%	36%	43%	48%	44%	62%
Grade 8 Students Meet/exceed Standards	24%	30%	38%	45%	52%	59%

Outcome #10: Students meet/exceed standards in math is increased annually Metric/Method for Measuring: Percentage of students scoring at level 3 & 4 on Math SBAC						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Grade 6 Students Meet/exceed	23.%	30%	37%	44%	51%	58%
Grade 7 Students Meet/exceed	14%	21%	28%	35%	42%	49%
Grade 8 Students Meet/exceed	9%	19%	26%	33%	38%	45%
Outcome #11: Increase the percentage of subgroups in all grades meeting or exceeding standards in Math. Metric/Method for Measuring: Percentage meeting Standard on SBAC Summative Assessments						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Grade 6 Black Students	8%	20%	32%	36%	40%	45%
Grade 7 Black Students	10%	19%	24%	29%	34%	39%
Grade 8 Black Students	0.00%	15%	22%	27%	32%	37%
English Learners	1%	10%	15%	20%	25%	30%
Students with Disabilities	0.00%	10%	12%	15%	17%	20%
Outcome #12: Increase the percentage of subgroups in all grades meeting or exceeding standards in ELA. Metric/Method for Measuring: Percentage meeting or exceeding Standard on SBAC Summative Assessments						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
English Learners	0.00%	10%	15%	20%	25%	30%
Students with Disabilities	3.57%	10.%	13%	16%	19%	22%
Outcome #13: Decrease the percentage of students not meeting ELA standards—level 1. Metric/Method for Measuring: Percentage achievement on SBAC annual assessment –Standard not Met						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Black Students	42%	32%	28%	24%	20%	15%
Latino Students	41%	31%	28%	24%	20%	15%
English Learners	79%	59%	50%	40%	35%	30%
Students with Disabilities	82.14	62%	52%	49%	45%	40%
Outcome #14: Decrease the percentage of students in all subgroups in grades 6 - 8 not meeting standards in Math. Metric/Method for Measuring: Percentage/SBAC annual summative						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Black Students	64%	54%	48%	42%	36%	30%
Latino Students	59%	49%	42%	36%	30%	24%
English Learners	87%	77%	71%	65%	59%	53%
Students with Disabilities	82%	72	67%	62%	57%	52%

Outcome #15: Sustain an annual EL reclassification rate of 20% or more. **Metric/Method for Measuring:** Rate of EL students reclassified annually.

APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
English Language students	28%	20% or more	20% or more	20% or more	20% or more	20% or more

Outcome #16: Maintain a Student participation rate in CAASPP testing at 95% or higher

Metric/Method for Measuring: Percentage of participation annually

APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students Schoolwide	100%	95%+	95%	95%	95%	95%

Outcome #17: Increase the percentage of students achieving 4 out of 6 or more (6/6) on the 7th grade students' performance on physical fitness exam to 80% or more.

Metric/Method for Measuring: Percentage/SBAC annual summative

APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Grade 7 Students	70%	80%	80%	80%	80%	80%

Outcome #18: An adopted program designed to develop Social Emotional knowledge, skills, and attitudes is consistently and effectively implemented schoolwide—students, staff and parents. **Metric/Method for Measuring:** The majority of stakeholders surveyed agree or strongly agree that the school is safe, supportive, and engaging academically.

APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Survey All Students	60%	65%	70%	75%	75%	75%
Survey All teachers & Administrators	70%	75%+	80%	80%+	85%+	85%+
Survey All classified staff	70%	75%+	80%	80%+	85%+	85%+
Survey All parents	60%	65%	70%	75%	75%	75%

Outcome # 19 All teachers increase knowledge and improve instructional practices as a result of differentiated professional development, collaborative planning, peer coaching, data analysis.

Metric/Method for Measuring: Percentage of teachers who meet or exceed the selected standards on the CSTPS (California Standards for the Teaching Profession) based on Administrator's annual evaluation.

APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Data not available	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

Outcome # 20 Broaden students' access to course to prepare all students for 21st century careers by offering, music, art, reading and math enrichment: Drama, Creative Writing, Aerospace.

APPLICABLE STUDENT GROUPS	Baseline 2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
School Wide	Action implemented	Action implemented	Action implemented	Action implemented	Action implemented	Action implemented

LCFF STATE PRIORITIES						
GOAL #2						
Increase and Maintain high student attendance, reduce chronic absenteeism among all groups, decrease chronic tardiness or truancy, referrals to for behavior, and suspensions.				Related State Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" 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						
<ol style="list-style-type: none"> 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. Require parents to sign the Tardy/Absence Policy also found in the Student handbook. Implement a program designed to teach students and staff to develop effective interpersonal and intrapersonal relationships which will create a school climate that is safe, respectful, and supportive. and as a result, increase student engagement, decrease disruptions, bullying, office referrals and suspensions, absences while improving student achievement. Provide professional development for all staff in behavior/classroom management, including the implementation SEL program in item 3 above. Each week advisory teachers and school recognize students who are consistently on time, including implementation of students of the month based to acknowledge students for effort and academic improvement as recommended by teachers. Continue to provide recognition and incentives to students and families of children who have perfect attendance for the month, including implementation of students of the month based to acknowledge students for effort and academic improvement as recommended by teachers. Partner with local businesses that will provide awards (heathy and cognitively stimulating) for students and families who have perfect attendance and to offer enriched opportunities to enhance the instructional program and learning experiences provided to students. Each day continue to notify by phone the parents of each child who is absent or tardy. (Goal 13) Teacher calls the home after three (3) unexcused absences or tardinesses, and students may be identified to participate in afterschool redirection/computer lab support. Send SART notification letter when there are 5 unexcused absences and students may be identified to participate in afterschool and or computer lab redirection support. (Goal 14) Require a formal mandatory conference with SART when a student has 8 unexcused tardinesses or (30 min) or (5) unexcused absences, and possible home visit conducted by school counselor and administrator based on level of concern and academic performance. (Goal 14) 						
Expected Annual Measurable Outcomes						
Outcome #1: Annual average daily attendance of 95% or higher. Metric/Method for Measuring: Percentage—Attendance reports certified in CALPADS						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	95%	95%	95%	95%	95%	95%

Outcome #3: The percentage of chronically absent students in identified subgroups is 5% or less. Metric/Method for Measuring: Percentage of suspension based local data and CALPADS						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	9.9%	7.0% or less	5% or less	5% or less	5% or less	5% or less
Black/African American Students	17.9%	12.9% or less	9.0% or less	5% or less	5% or less	5% or less
Latino Students	7.9%	5.9%	5% or less	5% or less	5% or less	5% or less
SW Disabilities	18.5%	15.0% or less	12.0% or less	9% or less	6% or less	5% or less
Outcome #4: The rate of out of school suspensions are reduced and maintained below at 1% or below Metric/Method for Measuring: Percentage of suspension based local data and CALPADS						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	1.8%	1.0% or less	1.0% or less	1.0% or less	1.0% or less	1.0% or less
Outcome #4: SEL Program is effectively implemented by all teachers and staff. Metric/Method for Measuring: Percentage of Students surveyed reporting being bullied—physical and cyber.						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	24%	15 or less	15 or less	15 or less	15 or less	15 or less
Outcome #5: Classroom disruptions that interfere with instruction are reduced. Metric/Method for Measuring: Percentage of total students referred to administrators or counselors reduced						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	4%	2% or less of	2% or less	2% or less	2% or less	2% 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 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	not available	70%	75%	80%	85% or more	85% or more
Outcome #7: Classified staff use effective behavior management strategies presented in professional development Metric/Method for Measuring: Percentage of staff who score 3 or 5 on a 5-point descriptive rubric.						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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
				Local Priorities:		
				<input type="checkbox"/> :		
				<input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
1. Host annual back-to-school picnic for new and returning students. (New action added by new administrator) 2. Provide parent workshops to improve their knowledge of ELA/ELD, math and science goals and ways to guide and support their child's social emotional growth. (Goal 6, Action 3) 3. Schedule parent conferences 2 times yearly. (Goal 6 action 2) 4. Continue to employ a bilingual parent coordinator to facilitate communication with both English and Spanish speaking parents. (Goal 6, action4) 5. Develop strong relationships with community organizations that can provide resources or support for students and families. 6. Principal hosts periodic discussions with parents about the school and community. 7. Provide a menu of ways in which parents can support the school including volunteering. (Goal 9) 8. Provide recognition and incentives to parents for participating in parent workshops, councils, and various schoolwide programs.						
Expected Annual Measurable Outcomes						
Outcome #1: Most parents attending workshops rate them as useful or very useful in improving their knowledge of core subjects and methods of parenting. Metric/Method for Measuring: Percentage of parents/Evaluations of parent workshops by parents.						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	none	70% or more	70% or more	70% or more	70% or more	70% or more
Outcome #2: Parents attending the ELAC/school-site council meetings, workshops, and various schoolwide activities increases. Metric/Method for Measuring: Percentage of total number of parents that are members of committees, or the total number of parents who may attend a parent meeting, workshop, etc. --Attendance records of parent meetings						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	none	20% or more	30% or more	40% or more	50% or more	50% or more

LCFF STATE PRIORITIES						
GOAL #4						
<p>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.</p>				<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 20px;"><input checked="" type="checkbox"/> 1</div> <div style="margin-right: 20px;"><input checked="" type="checkbox"/> 4</div> <div><input type="checkbox"/> 7</div> <div style="margin-right: 20px;"><input type="checkbox"/> 2</div> <div style="margin-right: 20px;"><input checked="" type="checkbox"/> 5</div> <div><input type="checkbox"/> 8</div> <div style="margin-right: 20px;"><input checked="" type="checkbox"/> 3</div> <div><input checked="" type="checkbox"/> 6</div> </div>		
				<p>Local Priorities:</p> <div style="display: flex;"> <div style="margin-right: 20px;"><input type="checkbox"/>:</div> <div><input type="checkbox"/>:</div> </div>		
Specific Annual Actions to Achieve Goal						
<ol style="list-style-type: none"> 1. Report conditions needing repairs promptly to the District. 2. Employ custodians to supplement and complement custodial services provided by District. 3. Purchase and maintain adequate supplies and equipment for custodial cleaning and minor repairs. 4. Purchase and maintain adequate first aide and health supplies. 5. Conduct and participate regular safety drills held at the co-location site. 6. 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						
<p>Outcome #1: Facilities are kept in good to excellent repair with little or no deferred maintenance.</p> <p>Metric/Method for Measuring: Overall score on four-point rubric to assess various aspects of the facilities.</p>						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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
<p>Outcome #2: Facilities are kept clean, attractive, and functional.</p> <p>Metric/Method for Measuring: Percentage of staff, students, and parents responding agree or strongly agree on surveys.</p>						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	74.8%	80% or more	80% or more	80% or more	80% or more	80% or more
<p>Outcome #3: Parents, staff, and students report that they feel safe on the school campus.</p> <p>Metric/Method for Measuring: Percentage of staff, students, and parents agree that the school is safe on surveys.</p>						
APPLICABLE STUDENT GROUPS	Baseline 2017-2018	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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 appropriate instructional methods that intentionally and predictably 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. We strive to achieve a high degree of **integration among core content areas and with the real world**. Learning must include discussions, reading and writing about self, family, the school, community, state, national and world events and issues. As a result, students make connections and expand their points of view and 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. The 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 the plan 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 RESOURCES

SUBJECT AREA	PROGRAM FEATURES AND COMPONENTS	CORE OR NONCORE
ENGLISH LANG. ARTS	<p>ENGLISH LANGUAGE ARTS INSTRUCTIONAL FOCUS</p> <p>All teachers provide explicit instruction and supportive practice in effective reading, writing, speaking and listening skills throughout the school day. This includes math, science, social studies, electives, etc. When all teachers are using these methods effectively, student achievement is accelerated because there is coherence in the instructional program from class to class. Teachers have a wealth of instructional resources. However, it is important that teachers have an instructional focus that allows them to use materials strategically and not as recipes. The following researched based strategies are designed to address multiple standards simultaneously. However, teachers must continuously study, refine, and deepen their understandings of the standards.</p> <p>Note that all of the strategies presented parallel SDAIE strategies. Integrated ELD strategies (SAIDE) are to be used by all teachers to insure EIs are receiving equal opportunities for learning.</p> <ol style="list-style-type: none"> 1. Build background knowledge and concepts. Prior knowledge helps students filter content, make sense of what they read, and integrate new information. Readers with greater prior knowledge of a topic better recognize important ideas and have an ability to summarize those ideas. Building background knowledge can lessen the influence of students' limited verbal ability on comprehension. Therefore, students with lower general verbal ability can comprehend text as well as students of higher general verbal ability if they have equal knowledge about the concepts in the text. (<i>Schneider</i>). This is critical for all student and is especially important for English learners. 2. Build vocabulary and language knowledge: Teachers provide rich and varied oral and print language experiences, instruction in individual words with multiple exposures to the words in a variety of forms 	CORE

SUBJECT AREA	PROGRAM FEATURES AND COMPONENTS	CORE OR NONCORE
	<p>(morphemes), and instruction in word learning strategies which include the use of dictionaries to confirm and deepen knowledge of word meanings; morphemic analysis (or, analysis of word parts) to derive word meanings, the use of contextual clues to infer word meanings and the develop word consciousness by promoting an interest in learning words and their meanings. Students are also taught to read and spell multi-syllabic words independently. Students also use these word methods to learn new words as they read and write in their content-area classes—science, math, and social studies. Note that content teachers are expected to use the same strategies.</p> <p>3. Provide exposure to a volume and range of motivating texts with increasing text complexity. The CA CCSS call for 50% of texts be informational from grade 4 – 6 and 70% by grade 7 and beyond. This is supported by (a) core materials that present topics developed in-depth, (b) access to digital libraries, videos, games, simulations, etc. Core materials are written at different Lexile levels to allow all students to learn grade level content. We also engage students in the study of a few topics in great depth rather than covering many topics in a sketchy manner. We increase student motivation by giving students more choices of text and assignments to build their autonomy and, focus students on important and interesting learning goals.</p> <p>4. Teach strategies for comprehending. Overtime, these strategies must become intentionally metacognitive for each student. Students must use the strategy without prompting from the teacher</p> <ul style="list-style-type: none"> • Activate and build prior knowledge—Readers create meaning from a text by integrating the new information with prior knowledge. This strategy is supported by the direct instruction of strategy #1 above. However, students must also be taught to self-activate background knowledge by intentionally making connections with prior knowledge in the process of listening, reading, and viewing. If background is lacking, they are to be guided in researching print and digital texts, videos, podcasts and discussing the information with other students and teachers. This is a critical skill which mature proficient readers always apply when encountering new material and concepts. • Ask and Answering questions-- Asking and answering questions about texts is not intuitive for most students. In fact, most students think that it is the teacher's job to ask questions and their only responsibility is to answer them. Students are taught through guiding, explaining and modeling ways to generate questions about text using WH questions (who, what, when, where, why, how, what if questions) to pose questions about the topic, the texts features—titles, headings, pictures—prior knowledge, the authors' purpose, etc. Students are also taught to generate questions about descriptions, listings, causes and effects, problems and solutions, comparisons, contrasts, sequences, and processes. Teachers use prompts, guidance and modeling as they engage students as they stop and think about which of the questions have been answered and to paraphrase and or summarize what they have learned by referring back to the text. This process is initially closely guided by the teacher but eventually becomes the students' responsibility. Questioning fosters students' knowledge and use of text structures which is critical to improving students' abilities to comprehend and to organize their writing. Questioning before, during and after reading helps students to read with a writer's eye and write with a 	

SUBJECT AREA	PROGRAM FEATURES AND COMPONENTS	CORE OR NONCORE
	<p>reader's eye. Generating questions about the text engages readers because it motivates them to persist for more than just the teacher's purposes. This type of questioning positively contributed to reading comprehension for both low and high prior knowledge students (<i>Taboada</i>)</p> <ul style="list-style-type: none"> • Monitor comprehension-- Many students, especially struggling adolescent readers, do not understand what they read and are unaware that they do not understand. This is also too frequently true of students who have adequate reading skills but have not learned to self-monitor their comprehension. Teachers are guiding students to stop regularly and think about what has been communicated so far in the text. This may at first be guided but students must make stopping to check their understanding a habit. The reader must judge how well he or she has grasped the information. If the student does not understand and s/he uses appropriate fix-up strategies such as re-reading, asking someone questions about the text, checking the understanding of vocabulary (content words) considering relevant background knowledge, or examining the graphics, and other text elements more carefully can be applied. The questioning strategy described above is critical to this process. <p>5. Summarize and paraphrase content (use graphic organizers) Summarizing requires the reader to synthesize information extracted across a text and restate it succinctly. Students who summarize well are more aware of the text's structure and how ideas are related. Informational text structure includes, sequencing (temporal, positional, processes), cause/effect, problem/solution, definition, enumeration, comparison/contrast, persuasive, and mixed structures. As teachers provide explicit instruction in summarizing, students make connections among main ideas and significant details. Students work collaboratively on summarizing expository texts and as a result reach higher levels of comprehension and retention of content information (<i>Mastropieri</i>). For literary texts, summarization often takes the form of retelling or restating the events of the passage but produces the same comprehension benefits. Graphic organizers are used for summarizing text. Teachers for the most part use Thinking Maps schoolwide or similar graphic organizers. Instruction in how to use graphic organizers helps students identify, organize, and remember important ideas from what they read. We also teach how to create and use "visual note taking", a strategy that will improve reading comprehension and writing. Teachers are encouraged to reserve note taking in most instances to the second or third reading after discussion.</p> <p>6. Engage students in deep, rich discussion: - For the most part, students should be talking—reciting, discussion, verbal rehearsal--more than teachers most of the time. Rich discussions led by the teacher with the whole class or among small groups of students increase students' abilities to think about and learn from text, increase student engagement, improve understanding, and over time improves reading comprehension. Prompts and sentence stems are used to support students during discussions. Discussions must occur frequently or part of the process of the regular checking for understanding which must occur every 5 to 10 minutes. Students are prompted to use graphic organizers, the text, and other resources during the process. Discussion is facilitated by the teacher with the goal of deepening and supporting students' learning by sharing and combining background knowledge with textual</p>	

SUBJECT AREA	PROGRAM FEATURES AND COMPONENTS	CORE OR NONCORE
	<p>interpretations so that they form a coherent understanding of the input—written, auditory, visual etc.</p> <p>7. Integrate reading and writing—What students read about they are expected to write about. They are expected to write opinions/arguments, informative/explanatory and narrative forms. Writing is also a way to study, to learn, or to construct new knowledge or generate new networks (neural) of understanding. The other strategies listed above support the development of writing. However, it must be accompanied by language development and direct instruction of formal grammar, mechanics and usage that will give students conscious control of sentences and the organization of paragraphs. This level of instruction will also improve reading comprehension because many students possess only a rudimentary understanding of how more complex thoughts are formed. Evidence of this can be heard in their speech and writing which primarily are simple sentences and fragments poorly organized around a topic or a sequence of events. Their speech lacks coordinating and subordinating conjunctions, in addition to the correct use of verbs, pronouns, adjectives and adverbs and their referents. We will continue to look at students' writing, current resources, and teacher practice to determine what modification might support improvement of expressive communication—spoken and written.</p> <p>8. Differentiate instruction: Differentiation means tailoring instruction to meet students' needs. This practice can greatly improve student achievement when effectively implemented. Teachers may differentiate</p> <ul style="list-style-type: none"> • content: instructional process, what students need to learn or how the they will get access to the information • process: learning activities, including direct instruction, in which the students engage in order to make sense of or master the content. This should also involve the use of ongoing assessments that provide feedback to both the student and teacher about progress. • products (evidence of learning), projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit • Learning environment – the way the classroom works and feels. This may be the most challenging area for teachers. Considerations include: <ul style="list-style-type: none"> • making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration. • the access to materials matched to student's achievement level, especially if students or more than 2 or more years below or above grade level. • Clear guidelines for independent work that matches students with varying needs • Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately • Helping students understand that some learners need to move around to learn, while others do better sitting quietly <p style="text-align: center;">Assessments</p> <p>1. Teachers use screening assessments to identify students who will need to have more reading support and the development of primary foundational skills.</p>	

SUBJECT AREA	PROGRAM FEATURES AND COMPONENTS	CORE OR NONCORE
	<p>2. Formative assessments, including student written work, oral presentations are used to monitor student progress.</p> <p style="text-align: center;">INSTRUCTIONAL RESOURCES</p> <p>Study Sync is the core text for grade 6 -8 and was adopted by the California Department of Education. The program includes the following supplemental resources:</p> <ul style="list-style-type: none"> • Pacing guides that give an overview for the year • Writing models, and rubrics, • Digital resources that include: <ul style="list-style-type: none"> ○ Videos that enhance students’ understanding of each anchor text. ○ Digital annotation and note-taking tools ○ Close Read Screen Casts--that provide modeled conversations about points in the text. ○ Media Lessons that prompt students to read news reports. literary adaptations, ads, websites and complex texts. • Assessments— <ul style="list-style-type: none"> ○ Diagnostic tests with Lexile Scores ○ Performance ○ Benchmarks ○ Summative Evaluations • Close Readers in print and digital formats. <p>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> <ul style="list-style-type: none"> • Illuminate DnA: • Lessons, readings, projects, etc. from http://www.oercommons.org. This source provides many resources focused on specific topics and standards. • Lessons, readings, and assessments based on hundreds of fiction and non-fiction passages for grades 5—12. http://www.Commonlit.org • Novels and Trade Books 	
	<p style="text-align: center;">ENGLISH LANGUAGE DEVELOPMENT</p> <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.</p> <p>Integrated ELD 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. Adopted core programs in ELA, Math, History and Social Studies, and Sciences, provide plans, and resources which teachers incorporate into core lessons. In core classes teachers:</p> <ul style="list-style-type: none"> • use summative and formative assessments, including daily observations, to strategically group students to maximize students’ opportunities for engagement, i.e., pair, triads and dyads. Groupings include English Learners, English only, Reclassified Fluent English Proficient Students (RFEPS). • adjust whole group instruction and work with small groups or individuals to provide adequate and appropriate support. 	CORE

SUBJECT AREA	PROGRAM FEATURES AND COMPONENTS	CORE OR NONCORE
	<ul style="list-style-type: none"> carefully teach domain specific and academic vocabulary, emphasizing correct pronunciation, oral and written syllabication, use in context, visual representations, total physical response (TPR), activities and games that provide receptive and expressive practice as the vocabulary is reviewed or reentered to insure mastery. support comprehension of core content by building background knowledge, as previously mentioned. If available, material or input in the students' primary language is used. improve students' comprehension of core text by unpacking compound, complex, and compound complex sentences use prompts and stems to support students oral and written response, with verbal rehearsal or oral responses almost always preceding written for emerging ELs. use the ELPAC practice test to familiarize students with it and prepare them to take the annual summative ELPAC. <p style="text-align: center;">DESIGNATED ELD</p> <p>EL's also receive designated ELD instruction during the school day. All EL's at each grade level receive designated instruction from an ELD teacher who collaborates with core teachers to ensure that critical vocabulary and academic language in the content areas is closely analyzed and discussed. Instruction is based on the ELD standards and the assessed level of students' language proficiency. EL students are assigned to an ELD class in the rotating block schedule.</p> <ul style="list-style-type: none"> A considerable amount of time is spent unpacking sentences—syntax or language rules. The sentence is broken into clauses, the type of clause (dependent or independent, and what each clause means. This is often referred to as sentence decombining is more focused on helping the ELD student more deeply comprehend the language. Teachers may also show students how to diagram sentences. Teachers also help students to better use verbs in various tenses by conjugating verbs and using them with each person. This is done orally to develop the students' ear. This is especially critical for helping students use the past and perfect tenses and modals which a part of the academic register. Special attention is also given to idiomatic expressions, analogies, and referents. Teachers use read aloud in an engaging manner to students motivate students and to develop listening skills. Visuals are used as prompts to develop expressive language-spoken and written. ELD progress is monitored by examining daily work, teacher observations, textbook assessments, performance tasks, ELD portfolios, and the annual ELPAC and SBAC. Other CAASPP <p style="text-align: center;">MONITORING IMPLEMENTATION</p> <p>The Director, Dean of Culture/Instruction, and teachers monitor effectiveness of ELD designated/integrated instructional services. Monitoring implementation includes weekly classroom observations and feedback designed to reinforce and highlight more effective practices. Professional development is provided to achieve greater coherence among the practices used schoolwide for integrated ELD instruction. In addition, content teachers collaborate with the ELD teacher providing designated instruction. Collaborations also include looking at formative assessments of various types and sharing information on effective practices, useful resources, classroom</p>	

SUBJECT AREA	PROGRAM FEATURES AND COMPONENTS	CORE OR NONCORE
	<p>organization, and classroom environment and other tools that support learning. Collaboration supports continuous adjustments to improve instruction and as a result student achievement. Especially critical is the evaluation of how well students are improving in all domains—listening, speaking, reading, and writing.</p> <p style="text-align: center;">ELD Instructional Resources</p> <ol style="list-style-type: none"> 1. English 3D published by Houghton Mifflin Harcourt is used as a core text. 2. Study Sync, the core ELA program provides supplemental ELD resources. It provides lesson plans and other resources for both integrated and designated ELD instruction in ELA. 3. ELD resources for Science courses, history-social studies and math are made available to the ELD teacher and also used by the core teacher. 	
LANGUAGES	<p style="text-align: center;">World Languages</p> <p>Charter School does not currently provide instruction in World Languages.</p>	NONCORE
MATHEMATICS	<p style="text-align: center;">Math</p> <p>The biggest change in math instruction with the adoption of Open Up Resources 6 -8 Math is the very high degree of active learning in which students are continuously engaged daily. Instead of the teacher doing most of the talking, students are actively engaged. The level of engagement allows the teacher to evaluate student thinking daily and adjust instruction accordingly. Math instruction is characterized by the following:</p> <ul style="list-style-type: none"> • The curriculum is problem-based, and designed around 2 – 4 activities per lesson, many of which are done collaboratively, in pairs or groups. The teacher serves as the facilitator of math learning. • The instructional resources incorporate both instructional and language routines and these routines make the teachers expectations for students explicit. As a result, students are willing to be active participants in their learning. Students are having real discussion using academic language and making sense of each other’s ideas. • Teachers are showing multiple entry points to understanding the ideas and not just steps to solving a problem. For example, there are multiple ways to think about and solve problems with ratios, both concrete and abstract, and then students have the choice to gravitate to the thinking method of their choice. • Guiding questions help teachers direct students’ conversations in the right direction so that all students reach the right conclusions. • Students are learning to persevere to reach the clear explicit goals for each lesson. <p style="text-align: center;">INSTRUCTIONAL RESOURCES</p> <ol style="list-style-type: none"> 1. Student text--Open Up Resources -6-8 Math written by Illustrative Mathematics 2. Teacher Editions 3. Digital Text 4. Assessments 	Core
HISTORY-SOCIAL SCIENCE	<p style="text-align: center;">HISTORY-SOCIAL SCIENCE</p> <p>. The teaching of history is integrated with the humanities and the other social sciences. Teachers intentionally and continuously connect and compare current issues, events, places, technology with those of the distant past. Additionally, activities and lessons correlate and integrate the language arts, science, and visual and performing arts curricula.</p>	Most important is the mastery of geography skills as well as the development of timelines to help

SUBJECT AREA	PROGRAM FEATURES AND COMPONENTS	CORE OR NONCORE
	<ul style="list-style-type: none"> The history/ social science curriculum emphasizes big idea concepts and generalizations. At every grade level, students learn that all people have a history and culture. The Questioning the Topic 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—historical, present day and distant lands. They learn about the interaction of human cultures and the natural environment (geography): home life, natural resources and economic systems; the impact of technological innovations; their recent and distant history, government and politics, relationships with other groups/countries, 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, dance, and food students develop the basic concept that the arts reflect the culture, values and beliefs of that group of people. 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 of 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 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 style="text-align: center;">HISTORY/ SOCIAL STUDIES INSTRUCTIONAL RESOURCES</p> <ul style="list-style-type: none"> California has recently adopted new social science texts. This school year, 2018-2019, The school adopted the McGraw Hill series, <i>Impact, California Social Studies</i>. A list of Resources adopted for each grade level are listed below. <ul style="list-style-type: none"> 6th grade: World History and Geography: Ancient Civilizations 7th grade: World History and Geography: Medieval and Early Modern Times 8th grade: United States History and Geography: Growth and Conflict Student texts Teachers Editions Inquiry journal Interactive digital textbook Adaptive textbook that adjusts based on students' reading levels Spanish version of the textbook, inquiry journal, assessments and other assignments. Instructional activities, assignments, assessments are available in PDF or as Word Documents but may also be completed and submitted online. On-line 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. <p>Achieve 3000—A digital program, provides articles and readings correlated to the core text at various Lexile levels</p>	<p>students to represent the abstractness of time.</p> <p style="text-align: center;">CORE</p>
SCIENCE	<p style="text-align: center;">SCIENCE</p> <p>Currently our teachers are using the specific course model: earth sciences, life sciences, and physical sciences. When the state adopts new instructional materials, we will re-evaluate our focus and will likely adopt an integrated course model. The careful planning of units within and across the grades ensures that students are provided science integrated science instruction that</p>	<p style="text-align: center;">CORE</p>

SUBJECT AREA	PROGRAM FEATURES AND COMPONENTS	CORE OR NONCORE
	<p>lays the foundation for high school level courses. For each grade level, teachers prepare units of study focused on big ideas in science and that also help students to understand and apply the principals of engineering.</p> <p>Our science program develops students' command of the academic language of science and includes the teaching of investigation and experimentation skills along with direct instruction and reading in science. Science teachers are being supported in teaching the schoolwide reading, listening, speaking and writing skills that are also developed in the ELA classroom. Teachers also instruct students in the scientific method of problem solving and critical thinking through observing, questioning, classifying, inferring, hypothesizing, investigating, reporting data and results, generalizing, and drawing conclusions. Technology and scientific instruments are also used so that students learn the methods used by scientists and as a result become more scientifically technologically literate.</p> <p style="text-align: center;">The Learning Forum</p> <p>The Learning Forum experience and progression of learning is located within teaching and learning in the science core curriculum. The structure, criteria and expectations are aligned to the major claims for college and career readiness and grounded in scientific and engineering habits of mind and cross-cutting disciplinary practices of the (2012) National K12 Science Framework.</p> <p>The following represents the focus and progression of student learning in science:</p> <ul style="list-style-type: none"> • Problem Focus: Plan and carry out an investigation to address an international problem or issue that is also represented in the local community. • Portfolios to Track Learner Progress & Proficiency/Instructional Focus Areas and Key CCSS Standards • Reading and responding to informational texts for particular purpose and action (Writing for Purpose: Reading and Producing Informational Texts.) • Mathematical reasoning and application to solve a real problem • Develop and articulate an informed perspective (Opinion/Argumentative writing) <p style="text-align: center;">Student Portfolio, Progression, Criteria and Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define problem (Asking questions/defining problems) <input type="checkbox"/> Identify central questions to frame problem and inquiry <input type="checkbox"/> Formulate a rationale/reason for the inquiry <input type="checkbox"/> Propose a project with expected goals and outcomes <input type="checkbox"/> Develop model representing the problem or issue (Developing and using models) <ul style="list-style-type: none"> ▪ Product: Defined problem from analysis of multiple informational texts results in production of informational written paper with model representing problem/issue. <input type="checkbox"/> Define and describe methods for investigation and carry out investigation including data collection (Plan and carry out investigation) <input type="checkbox"/> Present findings, analysis and engage in argument based on evidence collected (Analyzing and interpreting data; Engaging in Argument from Evidence) 	

SUBJECT AREA	PROGRAM FEATURES AND COMPONENTS	CORE OR NONCORE
	<ul style="list-style-type: none"> ▪ Product: Evidence of planning and carrying out investigation with data collection, findings and analysis using scientific procedures. ▪ Product: School-based student presentations and select student community presentations. □ Present something that was created, made, designed or some other form of action taken to address what is known about the problem and analysis conducted (Constructing Explanations and Designing Solutions; Obtaining, evaluating and communicating information; Developing and using models) □ Present what was learned, implications and or recommendations <ul style="list-style-type: none"> ▪ Product: Opinion/Argumentative Paper with Evidence and Representative Model/Solution. ▪ Product: Student oral presentations with products and models <p>As outlined by Newmann (95), the following represents an outline for identifying the qualities and characteristics of high-quality student work in the school:</p> <p>Qualities and Characteristics of Work Products</p> <ul style="list-style-type: none"> • Organization of Information: Reflects organizing, synthesizing, interpreting, explaining, or evaluating complex information to address a problem or issue. • Consideration of Alternatives: Reflects considering alternative solutions, strategies, perspectives, points of view relative to problem or issue. • Disciplinary Content: Reflects showing understanding and/or use of ideas, theories, or perspectives considered central to an academic discipline. • Disciplinary Process: Reflects use methods of inquiry, research, or communication characteristic of an academic or professional discipline. • Problem Connected to the World: Reflects addressing a problem or issue that is similar to one encountered or likely to encounter in life beyond the classroom. • Audience beyond the School: Reflects communicating knowledge and understanding, presentation of a product or performance, or other action for an audience beyond the teacher, classroom, and school building. • Elaborated Communication: Reflects an elaboration of understanding, explanation and conclusion through extended written/oral communication • Student learning progression, work products and presentations reflect cross-cutting practices in asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics, computer information, technology and computational thinking, engaging in argument from evidence, constructing explanations and designing solutions, obtaining, evaluating and communicating information effectively. <p>The following reflects expectations for student presentations and work products in grades 3-8:</p> <ul style="list-style-type: none"> • Informational research paper, reflecting understanding and statement of problem from multiple credible sources • Develop and use model to represent and communicate problem 	

SUBJECT AREA	PROGRAM FEATURES AND COMPONENTS	CORE OR NONCORE
	<ul style="list-style-type: none"> Plan and carry out investigation into the problem with method for data collection; including description of procedures, data and charts reflecting data collection, analysis and findings Opinion/argumentative paper reflecting well-framed argument from evidence regarding the problem or issue. Elaborated oral/written presentation and communication of process, findings, learning. Develop and use model to represent and communicate design solution <p style="text-align: center;">Instructional Resources for Science</p> <p>California recently adopted a new Science Framework aligned to the Next Generation Science Standards (NGSS). Currently we are still using resources that are based on the new standards and framework. However, we are also using resources and units aligned to the NGSS.</p> <ul style="list-style-type: none"> Teachers guides for Earth, Life and Physical science Student hardbound text for Earth, Life and Physical Science Student Lab manuals—consumable Student Readers in Earth, Life and Physical Science Online resources: Lessons, readings, labs, projects, etc. from http://www.oercommons.org. Many of the lessons include activities and projects requiring the application of principles of engineering. 	
VISUAL & PERFORMING ARTS	<p style="text-align: center;">VISUAL AND PERFORMING ARTS</p> <p>The visual arts at WLCCMS is based on a blending of the California State Content Standards for the Visual Arts with all other curricular areas. The program emphasizes the integration and development of visual arts into the various themes in the Study Sync program. Students learn about art as historical/cultural artifacts and representations of people past and present.</p> <p>The arts are also integrated into the instructional program in social studies, language arts, and science through drama, visual arts and music.</p>	NONCORE
HEALTH & PE	<p style="text-align: center;">Health and PE</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 approximately 400 minutes of physical education every ten school days as per state guidelines. PE instruction is provided by credentialed teachers</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. The PE 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 physical education program is to have students understand the connection of a healthy mind and a healthy body. It is especially important for adolescents to develop a mind-set and habits that build their self-esteem and 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, WLCCMS 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 ensuring that the full intent of the guidelines is met. Physical Education is not a core subject.</p>	NONCORE

SUBJECT AREA	PROGRAM FEATURES AND COMPONENTS	CORE OR NONCORE
	Drama and Film Elective Students produce and stage plays	NONCORE
	Creative Writing Students write and publish stories, plays, and poetry, graphic novels.	NONCORE
	Computer Skills Keyboarding skills, word processing, spreadsheets, presentation design.	NONCORE
	Media Literacy Students view, read, analyze and evaluate, a variety of media modes, genres and formats. This class develops students perspective on events, issues, and trends in entertainment, politics, and how media shapes individual and public opinions. Students learn to assess the influence of those messages on thoughts, feelings, and behaviors.	NONCORE
	Aerospace This elective is based on the Air Force Curriculum, 21 st Century Learning and National standards. This is a STEM class. The course Acquaints students with: <ul style="list-style-type: none"> the elements of aerospace and it's environment History of aviation development of air power, aerospace industry Introduction to the principles of aircraft flight, navigation, and human requirements of flight Cultural and global awareness; geography, economy, government Space environment, space programs, space technology, rocketry Learning and innovation skills <ul style="list-style-type: none"> critical thinking and problem solving communication and collaboration, and creativity and innovation. Every lesson has student centered activities The class has a flight simulator that is used to focus on real life application. Field trips <ul style="list-style-type: none"> Space X, the Aerospace Corporation and Compton airport 	NONCORE

INNOVATIVE COMPONENTS

• CANYON CREEK

As a transition year bridging WLC elementary and middle schools, 5th and 6th grade students learn and grow together from the Canyon Creek weekend sports camp experience. The camp is a learning experience that fosters self-confidence, self-efficacy, resilience and leadership skills, including teamwork, for persevering through set-backs to accomplish goals. Teachers and staff link the common experience to school culture and classroom learning to expand oral and written language development and effective communication to subject matter learning. Following, staff at both schools debrief the experience as well as camp routines and procedures that may be transferrable in a school context for ensuring higher-levels of sustained student engagement in a mutually supportive and respectful environment.

• COMMUNITY COLLABORATORIUM

WLCCMS is re-thinking the purpose of education to improve the quality of life in the community by solving problems. The WLCCMS hosts a Collaboratorium, bringing together constituents from the surrounding community and concerned citizens to identify strategies and opportunities to improve the quality of life in the community. The goal of the Collaboratorium is to develop and implement strategies for the long-term benefit of children and families in the community. As a result, the Collaboratorium develops common goals, identifies strategic resources and supports to improve the quality and substance of learning that takes place in our schools.

Collaboratorium participants annually serve as a genuine audience for students at the Spring Learning Forum to provide authentic feedback to student research teams in grades 3-8. Regular participating groups have included: the Watts Gang Task Force, Los Angeles Housing Authority, California State University Dominguez Hills College of Education, Los Angeles Department of Public Health, Amanda Foundation, Prudential Life Insurance, and the Watts Labor Community Action Committee, among others.

- **SATURDAY ACADEMY**

An eight-week Spring Saturday Academy is offered at the WLC elementary school campus, providing extended learning opportunities focused on Reading and Math literacy for interested students and families in need.

- **CHOIR**

The school provides students with an opportunity to participate in the school choir. The choir, comprised of students in all grades, conducts a series of live musical performances before peers and families within and beyond the school-community.

- **LEARNING FORUM**

The WLCCMS and WLC Elementary School are committed to improving the quality of life in the community through the learning that takes place in our school every day. Annually, the schools showcase student research teams across grades 3-8 at the Watts Labor Community Action Committee (WLCAC). Guided by learning progressions planned and facilitated by teachers, the children engage in authentic inquiry, investigation and research to define and solve real problems that impact the local community and world. WLCCMS created A Learning Forum Series – Agents of Social Change, to provide students with the experience of conducting authentic research, including planning and carrying out scientific investigations using disciplinary procedures for collecting, analyzing and interpreting data, that culminates in presentations of learning to families and a panel comprised of members from the community beyond the school.

The Learning Forum experience and progression of learning is located within teaching and learning in the science core curriculum. The structure, criteria and expectations are aligned to the major claims for college and career readiness and grounded in scientific and engineering habits of mind and cross-cutting disciplinary practices of the (2012) National K12 Science Framework.

INTERVENTION AND ENRICHMENT PROGRAMS

INTERVENTION/REMEDATION

Screening, diagnostic and formative and summative assessments are used to identify students who need intervention. These include screening assessments, diagnostic assessments in reading and mathematics, **Illuminate DnA** progress monitoring assessment, program-based assessments, student work, and the SBAC tests. Students not meeting standards are targeted for screening and diagnostic assessments. They are also monitored closely for social emotional adjustment because of the obvious impact that interpersonal and intrapersonal relationships have on performance.

Because students acquire reading and math skills at different rates, teachers provide instruction to small groups composed of students 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 or on an individualized basis. In addition to differentiation in the classroom during the regular school day the following actions have been planned and implemented:

1. Academic mentoring provided by twice weekly for students identified by teachers needing more individualized support to achieve standards. Every content teacher at every grade level works with approximately 10 identified students. This practice will continue throughout the school year.
2. From February through March students receive instruction in ELA and Math for 8—weeks on Saturdays.
3. There are plans to offer a 3-week intensive summer school program in ELA and math.

AFTER SCHOOL PROGRAM

1. **Afterschool Academic mentoring.** Afterschool mentoring is provided to students needing additional support. Teachers recommend students form. The focus is based on improving student literacy in each respective subject area and course offering. Each course and teacher of record provides afterschool mentoring to identified students on a rotating schedule twice per month afterschool.
2. **Star Program.** The Star Program is provided based on a grant to provide afterschool homework support, including provision of enrichment activities based on student interest, including sports, engineering courses and other offerings.

COURSE OFFERINGS GRADE 6 – 8

Grade 6 Sample Schedule at WLCCMS

TUESDAY AND THURSDAY SCHEDULE English Only and RFEPs				
PERIOD	BELL SCHEDULE	CLASS	LOCATION	TEACHER
ADV	7:45AM - 8:25AM	Advisory	108	Johnson
1	8:30AM - 10:15AM	World History 6	207	Daniels
3	10:30AM - 12:15PM	CC Math 6	308	Davis
5	12:55PM - 2:45PM	MS Success	108	Johnson
ADV	2:50PM - 3:30PM	Advisory	108	Johnson
Total Ins. Min	420 minutes			
WEDNESDAY AND FRIDAY SCHEDULE Grade 6 English Only & RFEPs				
PERIOD	BELL SCHEDULE	CLASS	LOCATION	TEACHER
ADV 40 min	7:45AM - 8:25AM	Advisory	108	Johnson
2 105 min	8:30AM - 10:15AM	CC ELA 6	207	Daniels
4 105 min	10:30AM - 12:15PM	CC Integrated Science	108	Johnson
6 110 min	12:55PM - 2:45PM	Physical Education	210/Gym	Murray
ADV 40 min	2:50PM - 3:30PM	Advisory	108	Johnson
Total Ins. Min.	420 minutes			
MONDAY MINIMUM DAY Only Grade 6 and English Only & RFEPs				
PERIOD	BELL SCHEDULE	CLASS	LOCATION	TEACHER
ADV 30 min	7:45AM - 8:15AM	Advisory	108	Johnson
1 40 min	8:20AM - 9:00AM	World History 6	207	Daniels
2 40 min	9:05AM - 9:45AM	CC ELA 6	207	Daniels
3 40 min	10:00AM - 10:40AM	CC Math 6	308	Davis
4 40 min	10:45AM - 11:25PM	CC Integrated Science	108	Johnson
5 40 min	12:05AM - 12:45AM	MS Success	108	Johnson
6 40 min	12:50AM - 1:30PM	Physical Education	210/Gym	Murray
Total Ins. Min	300 minutes			
TUESDAY AND THURSDAY SCHEDULE Grade 6 ENGLISH LEARNERS				
PERIOD	BELL SCHEDULE	CLASS	LOCATION	TEACHER
ADV 40 min	7:45AM - 8:25AM	Advisory	108	Johnson
1 105 min	8:30AM - 10:15AM	Designated ELD	309	Fernandez
3 105 min	10:30AM - 12:15PM	CC ELA 6	207	Daniels
5 110 min	12:55PM - 2:45PM	CC Math 6	308	Davis
ADV 40 min	2:50PM - 3:30PM	Advisory	108	Johnson
Total Ins. Min	420 minutes			

WEDNESDAY AND FRIDAY SCHEDULE Grade 6 ENGLISH LEARNERS				
PERIOD	BELL SCHEDULE	CLASS	LOCATION	TEACHER
ADV 40 min	7:45AM - 8:25AM	Advisory	108	Johnson
2 105 min	8:30AM - 10:15AM	Physical Education	210/Gym	Murray
4 105 min	10:30AM - 12:15PM	World History 6	207	Daniels
6 110 min	12:55PM - 2:45PM	CC Integrated Science	308	Davis
ADV 40 min	2:50PM - 3:30PM	Advisory	108	Johnson
Total Ins. Min	420 minutes			
MONDAY MINIMUM DAY Only Grade 6 ENGLISH LEARNERS				
PERIOD	BELL SCHEDULE	CLASS	LOCATION	TEACHER
ADV 30 min	7:45AM - 8:15AM	Advisory	108	Johnson
1 40 min	8:20AM - 9:00AM	Designated ELD	309	Fernandez
2 40 min	9:05AM - 9:45AM	Physical Education	210/Gym	Murray
3 40 min	10:00AM - 10:40AM	CC ELA 6	207	Daniels
4 40 min	10:45AM - 11:25PM	World History 6	207	Daniels
5 40 min	12:05AM - 12:45AM	CC Math 6	308	Davis
6 40 min	12:50AM - 1:30PM	CC Integrated Science	308	Davis
Total Ins. Min	300 minutes			

GRADE 6 SUMMARY OF INSTRUCTIONAL MINUTES DAILY AND WEEKLY FOR EACH CLASS

CLASS	ENGLISH ONLY AND RFEPs			WEEK TOTAL MINUTES	ENGLISH LEARNERS			WEEK TOTAL MINUTES
DAYS	MON	TUES & THURS	WED & FRI		MON	TUES & THURS	WED & FRI	
ADV	30 MIN	80 MIN	80 MIN	190	30 MIN	80 MIN	80 MIN	190 MIN
CC MATH	40 MIN	210	---	250	40 MIN	220MIN	---	260MIN
INTEGRATED SCI	40 MIN	---	210 MIN	250	40 MIN	---	220 MIN	260 MIN
MS SUCCESS	40 MIN	220 MIN	---	260	NA	NA	NA	NA
CC ELA	40 MIN	---	210 MIN	250	40 MIN	210 MIN		250 MIN
WORLD HISTORY	40 MIN	210 MIN	---	250	40 MIN	---	210 MIN	250MIN
DESIGNATED ELD	NA	NA	NA	NA	40 MIN	210 MIN	----	250MIN
PHYSICAL ED	40 MIN	---	220 MIN	260	40 MIN		210 MIN ---	250 MIN

Grade 7 Sample Schedule WLCCMS

TUESDAY AND THURSDAY SCHEDULE Grade 7 ENGLISH ONLY & RFEPs				
PERIOD	BELL SCHEDULE	CLASS	LOCATION	TEACHER
ADV 40 Min	7:45AM - 8:25AM	Advisory	211	Fykes
1 105 Min	8:30AM - 10:15AM	CC Math 7	307	Parsee
3 105 Min	10:30AM - 12:15PM	CC Art & Literacy	109	Nsek
5 110 Min	12:55PM - 2:45PM	World History 7	208	Paz
ADV 40 Min	2:50PM - 3:30PM	Advisory	211	Fykes
Total Ins. Min	420 minutes			
WEDNESDAY AND FRIDAY SCHEDULE Grade 7 ENGLISH ONLY & RFEPs				
PERIOD	BELL SCHEDULE	CLASS	LOCATION	TEACHER
ADV 40 Min	7:45AM - 8:25AM	Advisory	211	Fykes
2 105 Min	8:30AM - 10:15AM	Integrated Science 7	408	Quesada
4 105 Min	10:30AM - 12:15PM	CC ELA 7	211	Fykes
6 110 Min	12:55PM - 2:45PM	Physical Education	210/Gym	Murray
ADV 40 Min	2:50PM - 3:30PM	Advisory	211	Fykes
Total Ins. Min.	420 minutes			

MONDAY MINIMUM DAY Grade 7 ENGLISH ONLY & RFEPs					
PERIOD		BELL SCHEDULE	CLASS	LOCATION	TEACHER
ADV	30 Min	7:45AM - 8:15AM	Advisory	211	Fykes
1	40 Min	8:20AM - 9:00AM	CC Math 7	307	Parsee
2	40 Min	9:05AM - 9:45AM	Integrated Science 7	408	Quesada
3	40 Min	10:00AM - 10:40AM	CC Art & Literacy	109	Nsek
4	40 Min	10:45AM - 11:25PM	CC ELA 7	211	Fykes
5	40 Min	12:05AM - 12:45AM	World History 7	208	Paz
6	40 Min	12:50AM - 1:30PM	Physical Education	210/Gym	Murray
Total Ins. Min		270 minutes			
TUESDAY AND THURSDAY SCHEDULE Grade 7 ENGLISH LEARNERS					
PERIOD		BELL SCHEDULE	CLASS	LOCATION	TEACHER
ADV	40 Min	7:45AM - 8:25AM	Advisory	307	Parsee
1	105 Min	8:30AM - 10:15AM	Physical Education	210/Gym	Murray
3	105 Min	10:30AM - 12:15PM	CC Math 7	311	Moody
5	110 Min	12:55PM - 2:45PM	World History 7	208	Paz
ADV.....	40 Min	2:50PM - 3:30PM	Advisory	307	Parsee
Total Ins. Min		400 minutes			
WEDNESDAY AND FRIDAY SCHEDULE Grade 7 ENGLISH LEARNERS					
PERIOD		BELL SCHEDULE	CLASS	LOCATION	TEACHER
ADV	40 min	7:45AM - 8:25AM	Advisory	307	Parsee
2	105 min	8:30AM - 10:15AM	Integrated Science 7	408	Quesada
4	105 min	10:30AM - 12:15PM	CC ELA 7	211	Fykes
6	110 min	12:55PM - 2:45PM	Designated ELD	309	Fernandez
ADV-----	40 min	2:50PM - 3:30PM	Advisory	307	Parsee
Total Ins. Min		400 minutes daily			
MONDAY MINIMUM DAY Only Grade 7 ENGLISH LEARNERS					
PERIOD		BELL SCHEDULE	CLASS	LOCATION	TEACHER
ADV	30 min	7:45AM - 8:15AM	Advisory	307	Parsee
1	40 min	8:20AM - 9:00AM	Physical Education	210/Gym	Murray
2	40 min	9:05AM - 9:45AM	Integrated Science 7	408	Quesada
3	40 min	10:00AM - 10:40AM	CC Math 7	311	Moody
4	40 min	10:45AM - 11:25PM	CC ELA 7	211	Fykes
5	40 min	12:05AM - 12:45AM	World History 7	208	Paz
6	40 min	12:50AM - 1:30PM	Designated ELD	309	Fernandez
Total Ins. Min		290 minutes			

GRADE 7 SUMMARY OF INSTRUCTIONAL MINUTES DAILY AND WEEKLY FOR EACH CLASS

CLASS	ENGLISH ONLY AND RFEPs			WEEK TOTAL MINUTES	ENGLISH LEARNERS			WEEK TOTAL MINUTES
DAYS	MON	TUES & THURS	WED & FRI		MON	TUES & THURS	WED & FRI	
ADV	30 MIN	80 MIN	80 MIN	190	30 MIN	80 MIN	80 MIN	190 MIN
CC MATH	40 MIN	210	---	250	40 MIN	210 MIN	---	250 MIN
INTEGRATED SCI	40 MIN	---	210 MIN	250	40 MIN	---	210 MIN	250 MIN
CC ART & LIT	40 MIN	220 MIN	---	260	NA	NA	NA	NA
CC ELA	40 MIN	---	210 MIN	250	40 MIN	210 MIN	---	250 MIN
WORLD HISTORY	40 MIN	110 MIN	---	150	40 MIN	---	220 MIN	260 MIN
DESIGNATED ELD	NA	NA	NA	NA	40 MIN	---	220 MIN	260 MIN
PHYSICAL ED	40 MIN	---	220 MIN	260	40 MIN	210 MIN	---	250 MIN

Grade 8 Sample Schedule at WLCCMS

TUESDAY AND THURSDAY SCHEDULE Grade 8 ENGLISH ONLY & RFEPs				
PERIOD	BELL SCHEDULE	CLASS	LOCATION	TEACHER
ADV 40 Min	7:45AM - 8:25AM	Advisory	407	Reinecke
1 105 Min	8:30AM - 10:15AM	Physical Education	110/Gym	Spencer
3 105 Min	10:30AM - 12:15PM	Integrated Science 8	407	Reinecke
5 110 Min	12:55PM - 2:45PM	CC ELA 8	212	Woolsey
ADV 40 Min	2:50PM - 3:30PM	Advisory	407	Reinecke
Total Ins. Min	420 minutes			
WEDNESDAY AND FRIDAY SCHEDULE Grade 8 ENGLISH ONLY & RFEPs				
PERIOD	BELL SCHEDULE	CLASS	LOCATION	TEACHER
ADV 40 Min	7:45AM - 8:25AM	Advisory	407	Reinecke
2 105 Min	8:30AM - 10:15AM	CC Math 8	310	Ball
4 105 Min	10:30AM - 12:15PM	US History 8	209	Valentine
6 110 Min	12:55PM - 2:45PM	Creative Writing	107	Moore
ADV 40 Min	2:50PM - 3:30PM	Advisory	407	Reinecke
Total Ins. Min	420 minutes			
MONDAY MINIMUM DAY Grade 8 ENGLISH ONLY & RFEPs				
PERIOD	BELL SCHEDULE	CLASS	LOCATION	TEACHER
ADV 30 Min	7:45AM - 8:15AM	Advisory	407	Reinecke
1 40 Min	8:20AM - 9:00AM	Physical Education	110/Gym	Spencer
2 40 Min	9:05AM - 9:45AM	CC Math 8	310	Ball
3 40 Min	10:00AM - 10:40AM	Integrated Science 8	407	Reinecke
4 40 Min	10:45AM - 11:25PM	US History 8	209	Valentine
5 40 Min	12:05AM - 12:45AM	CC ELA 8	212	Woolsey
6 40 Min	12:50AM - 1:30PM	Creative Writing	107	Moore
Total Ins. Min	300 minutes			
TUESDAY AND THURSDAY SCHEDULE Grade 8 ENGLISH LEARNERS				
PERIOD	BELL SCHEDULE	CLASS	LOCATION	TEACHER
ADV 40 Min	7:45AM - 8:25AM	Advisory	212	Woolsey
1 105 Min	8:30AM - 10:15AM	CC Math 8	310	Ball
3 105 Min	10:30AM - 12:15PM	Designated ELD	309	Fernandez
5 110 Min	12:55PM - 2:45PM	US History 8	209	Valentine
ADV 40 Min	2:50PM - 3:30PM	Advisory	212	Woolsey
Total Ins. Min	420 minutes			
WEDNESDAY AND FRIDAY SCHEDULE Grade 8 ENGLISH LEARNERS				
PERIOD	BELL SCHEDULE	CLASS	LOCATION	TEACHER
ADV 40 Min	7:45AM - 8:25AM	Advisory	212	Woolsey
2 105 Min	8:30AM - 10:15AM	CC ELA 8	212	Woolsey
4 105 Min	10:30AM - 12:15PM	Physical Education	110/Gym	Spencer
6 110 Min	12:55PM - 2:45PM	Integrated Science 8	407	Reinecke
ADV 40 Min	2:50PM - 3:30PM	Advisory	212	Woolsey
Total Ins. Min	420 minutes			

MONDAY MINIMUM DAY Only Grade 8 ENGLISH LEARNERS				
PERIOD	BELL SCHEDULE	CLASS	LOCATION	TEACHER
ADV 30 Min	7:45AM - 8:15AM	Advisory	212	Woolsey
1 40 Min	8:20AM - 9:00AM	CC Math 8	310	Ball
2 40 Min	9:05AM - 9:45AM	CC ELA 8	212	Woolsey
3 40 Min	10:00AM - 10:40AM	Designated ELD	309	Fernandez
4 40 Min	10:45AM - 11:25PM	Physical Education	110/Gym	Spencer
5 40 Min	12:05AM - 12:45AM	US History 8	209	Valentine
6 40 Min	12:50AM - 1:30PM	Integrated Science 8	407	Reinecke
Total Ins. Min	300 minutes			

GRADE 8 SUMMARY OF INSTRUCTIONAL MINUTES DAILY AND WEEKLY FOR EACH CLASS

CLASS	ENGLISH ONLY AND RFEPs			WEEK TOTAL MINUTES	ENGLISH LEARNERS			WEEK TOTAL MINUTES
DAYS	MON	TUES & THURS	WED & FRI		MON	TUES & THURS	WED & FRI	
ADV	30 MIN	80 MIN	80 MIN	190	30 MIN	80 MIN	80 MIN	190 MIN
CC MATH	40 MIN	210	---	250	40 MIN	210 MIN	---	250 MIN
INTEGRATED SCI	40 MIN	---	210 MIN	250	40 MIN	---	220 MIN	260 MIN
CREATIVE WRITING	40 MIN	220 MIN	---	260	NA	NA	NA	NA
CC ELA	40 MIN	---	210 MIN	250	40 MIN	---	210 MIN	250 MIN
US HISTORY	40 MIN	210 MIN	---	250	40 MIN	220 MIN	---	260 MIN
DESIGNATED ELD	NA	NA	NA	NA	40 MIN	210 MIN	----	250 MIN
PHYSICAL ED	40 MIN	---	220 MIN	260	40 MIN	---	210 MIN	250 MIN

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, including prior knowledge. 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.
- ✓ Strategies which support language development for English Learners (ELs), and standard English learners (SELs) is integrated in core lessons. (
- ✓ Differentiated and small group instruction. ELs receive designated instruction based on their levels.
- ✓ Frequent checking for understanding—usually every 5 – 8 minutes especially when new information and skills are being presented. The following practices facilitate students' learning, minimize confusion
 - **Students' verbal responses are supported by referring to projected notes, pages from the text, illustrations, videos, or other resources used in the lesson.** The step of referring to the source must be encouraged and modeled by the teacher. This process discourages students who respond without thinking. At the same time, they will in time develop the confidence that they can learn and don't have to sit by passively to wait for others to respond. This is also a useful study practice. Most

students have never been taught how to study. Students should frequently be asked to share the resource(s) used to prove or support the answer.

- **Complex verbal responses which summarize, paraphrase, explain, or support answers or claims should be modeled by the teacher.** Again, the teacher or student should refer to notes and resources. After the teacher models, students can practice the verbalization (**verbal rehearsal**) with their elbow partner or group.
- **Students should create illustrations and or use graphic organizers to capture their understanding.** This step should occur after verbalizing and discussing. Students should be allowed to use illustrations or organizers. Graphic organizers as typically designed and used work best with students who are stronger or more mature readers. Illustrating and labeling the illustration with key words, allows students to learn, remember and understand important content and academic vocabulary. This is especially effective with students who need more foundational reading/spelling skills.
- ✓ Regular formative assessments that help the teacher and each student gauge progress. Formative assessments should include observations and interviews. This type of checkup can provide vital information that can help the teacher to guide and support individuals—at all levels.
- ✓ 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 WLCCMS, 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, prior 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 WLCCMS 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 progress 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 WLCCMS, when we look at the effectiveness of instruction, we not only look at students' 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 (physically, emotionally), hear, see (visualize), smell, (imagine), and taste. The sensory experiences are also activated through the emotions, imagining, and visualizing. 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 incremental improvement in student achievement in all content areas when executed with fidelity. Methods and instructional resources include:

- The adoption and use of instructional materials reviewed and approved by the state for core courses. These include English Language Arts, Social Studies and Math. We have recently adopted the math program Open Up Resources, an Open Educational Resource, (OER) developed by Illustrative Mathematics. Although not adopted by the state due to its recent release, it is a comprehensive program closely aligned to Math Common Core State Standards and as mentioned in the section in which the math program is described, follows a sequence of progression and focus recommended in the California Framework Mathematics. On Page 778 the California Mathematics Framework states.

Open Educational Resources Web sites that support instruction and learning of the CA CCSSM and offer high-quality resources for use in the classroom and for professional learning are listed below:

Illustrative Mathematics (<https://www.illustrativemathematics.org/>). An initiative of the Institute for Mathematics and Education, Illustrative Mathematics provides tasks, videos, lesson plans, and curriculum modules for teachers; mathematics content for teachers and instructional leaders; and a forum for educators to share information and expertise.

- Providing teachers and instructional assistants with professional development designed to improve instructional methodology designed to more effectively teach the standards. This includes collaborative planning, lesson studies, peer coaching, and opportunities to visit other schools and attend professional meetings.
- Developing a common language related to how we think about and talk about teaching and learning. Especially important is that all Teachers are guided by the understanding that learning for all students is mediated by language. All learning is language based and that all of the senses should be engaged whenever possible.
- Being responsive to students' needs by intentionally developing social and emotional development along with academics.
- Consistently working together to adapt and continuously improve as learners by deepening our knowledge and improving our practices. A continual focus on instructional coherence in a supportive and collaborative environment where everyone holds themselves and each other accountable, will result in our success.

HOW OUR INSTRUCTION SUPPORTS STUDENT USE OF TECHNOLOGY

At WLCCMS, each classroom has access to computer carts (tablets) which are used for blended learning, researching, and assessing. Technology is used daily in every class. Adopted programs in all core classes include digital resources which are used on a daily basis. 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 to (1) learn content and practice skills, (2) research a topic just for fun, or to investigate a topic more under study, (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 to final drafts. Because of this extensive use, students are

becoming proficient, and confident in their use of technology. To improve efficiency, students also receive keyboarding instruction in grades 7 and 8. **This daily experience using technology in a multitude of ways and purposes is preparing our students to take standards-based state assessments.**

The entire school is networked to facilitate internet access. The network capacity is continuously upgraded to insure to allow all students and staff to have efficient internet connections. The school is in the process of fully implementing Google Classroom. This tool allows for sharing of information, immediate feedback on student work, and continued proficiency in the use of technology.

ACADEMIC CALENDAR AND SCHEDULES

Watts Learning Center Charter Middle School 2019-2020 School Calendar

July 19						
Su	M	Tu	W	Th	F	Sa
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Semester 1 - 8/12-12/20/19
Semester 2 - 1/13-6/5/20

August 19						
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July 20						
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August 20						
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	First Day of Class
	Last Day of Class
	Winter Break
	Holiday - No Classes
	Parent Conferences
	MAP Testing
	Minimum Day
	Summer School
	Spring Break
	Planning
	Pupil Free
	CAASSP
	1st Day of Semester
	Orientation

Holidays

8/30/19 - Admissions Day
9/2/19 - Labor Day
11/11/19 - Veteran's Day
11/25- 11/29/19 - Thanksgiving Break
12/23-1/10/20 - Winter Break
1/21/20 - MLK Day
2/17/20 - President's Day
4/3/20 - Cesar Chavez Day
4/06/20-4/10/20 Spring Break
5/25/20 - Memorial Day

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	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
6	Yes	149	420	0	0	31	290	0	0	180	54000	71570	17570
7	Yes	149	420	0	0	31	290	0	0	180	54000	71570	17570
8	Yes	149	420	0	0	31	290	0	0	180	54000	71570	17570

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

WLCCMS seeks to employ only the most highly qualified teachers so that all classes are taught by individuals who are fully credentialed in subject area(s) and for the students they are teaching. When soliciting applicants for positions we seek teachers who meet the requirements established by California's Commission on Teacher Credentialing. The Commission's provides specific requirements for teachers prepared (1) within the state, (2) out of state, (3) outside the United States, (4) Peace Corps experience and (5) private school experience. We also use the services of the Los Angeles County Office of Education to evaluate teacher's documents. This step is especially helpful when the timeframe of the initial application and the need to place a teacher is abbreviated.

Vacancies for teachers are filled in many ways:

1. Positions posted on the EdJoin site are helpful in recruiting teachers, and teaching assistants. We have also maintained a working relationship with California State University Dominguez Hills which has been a source of qualified interns.
2. Many positions are filled by networking through current staff and others.
3. WLCCMS teaching assistants who demonstrate effective instructional strategies are encouraged, mentored and recruited to become teachers at the school. 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. The implementation of competitive salaries and incentives will stabilize 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 who have not had the benefit of rich language experiences in the home during early years (birth to age 3) or the intentional and intensive development of language—receptive and expressive skills.
3. Effective ways to integrate and enrich content to increase student engagement.
4. Data driven instruction.
5. Collaborative planning and problem solving.
6. Implementation of programs/methods to develop Social Emotional Learning as an integral program.

Five full days of paid professional development are provided for teachers prior to the beginning of school. For the balance of the year, approximately 8 hours monthly are devoted to professional development which is primarily done collaboratively. Individualized professional development in the form of coaching by the Director, the Dean, and peers is facilitated by having two substitute teachers on staff and therefore present daily.

Professional Development Schedule	Number of Hours Monthly
Monday Weekly minimum day	8 hours
Weekly grade level common planning	4 hours

Knowledge, skills, and instructional strategies receiving focus in professional development and school-wide initiatives are implemented with ongoing support from the Director/Principal, the dean and teacher experts. A trainer-of-trainers model is primarily being used to make the most effective use of resources with teacher experts serving as the trainers

and mentors. Teacher experts are Charter School 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 Principal 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 this charter term, professional development was primarily focused on initiatives and instructional practices designed to implement CCSS and address performance on the SBAC tests. We have identified focus targets for ELA and Math claims. Teacher focus on teaching the standards aligned to the targets. The expectation that students' progress in the mastering these standards will result in improvement and sustained achievement. We will use data from progress monitoring to adjust our course by improving instructional strategies, and if needed, modifying the focus.

Each teacher and instructional support staff member will use Self-Assessment instruments to assess his or her performance on each of 4 areas: (1) planning, (2) instructional methodology (4) classroom culture and management of behavior and (5) classroom organization. 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 sample(s) 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 by 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 upon schoolwide strategies that insure instructional 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 with high engagement. The process also helps teachers to master this process of planning and to become more metacognitive and reflective in the process. For the formal process, the Principal 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 Principal 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 Principal 1 to 3 days later for a conference in which the teacher shares her or his reflections about the lesson and the Principal gives feedback about the observation.
6. The teacher and Principal 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

The plan for professional development for the Instructional Assistants 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. 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 and focused on SBAC Targets and the aligned standards? Are the methods and procedures introduced in staff development used appropriately and consistently? To what extent are teachers using integrated ELD strategies? Designated ELD strategies?
- 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 highly engaged, and responsive? Are students able to explain and demonstrate what they know, and how they learned and 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? Have teachers modeled paraphrasing, summarizing, citing text, etc.?
- 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.

2018-2019 PROFESSIONAL DEVELOPMENT PLAN TOPICS

The following are examples of professional development topics. Some will receive continuous spiraling focus 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. Review & analysis of SBAC Data
5. Using SBAC data to set student goals
6. Assessments: Screening, diagnostic and formative.
7. Illuminate Assessments
8. Review and analysis Illuminate data
9. Classroom and School-Wide SEL
 - a. Getting to know every student—Why? How? When?
 - b. Understanding Generational poverty
 - c. Teaching behavioral expectations
 - d. Understanding Cultural differences
 - e. Why, How, When of Class meetings
 - f. Teacher mindfulness--Keeping your school cool
 - g. Suspensions and Expulsions
10. Illustrative Math Strategies
11. Strategies for teaching ELA focus standards
12. Strategies for teaching math focus standards
13. ELD Integrated instruction
14. ELD Designated instruction—Groupings
15. Reading Intervention-Foundational skills, building student's self-efficacy.
16. Math Intervention groupings
17. Using narrative exemplars and rubrics

MEETING THE NEEDS OF ALL STUDENTS

EDUCATIONAL PROGRAM FOR ENGLISH LEARNERS

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.

ELs 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 120 minutes weekly**. The Study Sync program provides lesson plans and other resources for both integrated and designated ELD instruction in ELA. The program provides embedded ELD instruction 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 de-combining, (4) paragraph structure or organizational patterns, including transitions to connect ideas.

English learners are often behind their native English-speaking peers in reading achievement. They do not catch up because they have not mastered foundational reading skills. This is true of all or almost all students who fail to achieve advanced levels of language proficiency. In 2014, The California Department of Education issued a White Paper "**Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects**" that emphasizes the importance of foundational reading skills. Many of the standards listed for each grade level are metalinguistic skills and concepts. Students also need to be systematically taught skills that are found in the Language and writing domains of the CCSSs. These skills are essential for all students including ELs. (source) We will 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 and math skills. 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 **Study Sync** and other adopted programs provide numerous integrated resources and instructional activities.

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(s), 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, program-based ELD assessments, teacher observations, ELD portfolios, and the Illuminate English language development benchmark assessments and the annual California English Language Development Test CELDT/ELPAC are used to monitor English language acquisition.

USING THE RESULTS OF ELPAC

The **initial ELPAC** is used to identify a student as English proficient or an English learner. It is given to students who have a primary language other than English and have not previously taken the exam or been classified as an English Learner. The initial ELPAC is administered to students within the 30 days after enrollment in school. The results will classify students in 3 levels: (1) Initial English Proficient (**IFEP**), (2) **Intermediate** English Learner, and (3) **Novice** English Learner. A student's performance level will determine the degree of instructional and linguistic support s/he will need to develop proficient receptive and expressive language. **IFEPs** can use English to effectively learn and communicate but may need support in some circumstances that are less familiar. **The needs of Intermediate students** will vary from minimal, light or moderate or substantial. The intensity will vary by student and the complexity of the task and the student's prior experience with the task and background knowledge of the topic. **Novices need** substantial to moderate support to communicate and to develop proficiency in English.

The **Summative ELPAC** provides information on how students who have been classified as English Learners are progressing from year to year. Four performance level descriptors are used: **Level 4**--Well developed, **Level 3**--moderately developed, **Level 2**—somewhat developed, and **Level 1** minimally developed. In addition to overall performance, PDLs for each domain – listening, speaking, reading, and writing -- are also reported. This allows the schools to determine the areas in which students are performing at high levels and lower levels and to plan appropriate instruction. Many questions can be proposed by looking carefully at the results. Why is there a substantial difference between the percentage of students who have acquired well developed **listening skills** and percentage that have well developed **reading skills**? What accounts for this difference? What should be our instructional focus? The **summative ELPAC** is also used in the process of reclassifying students, for evaluating the ELD program and subsequent program planning in all subject areas. The CELDT/ELPAC assessments are also used to determine whether schools and LEAS receiving Title III funds are meeting AMAOs, annual measurable achievable objectives.

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 and develop 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 to differentiate instruction for students progressing at different levels.
6. Use performance assessments that assess student progress toward standards

Effective **SDAIE** methods, techniques and strategies are characterized by the following:

1. The use of Academic Language or register and support of students in the process. The must include the teaching of strategies to ensure mastery of the reading and spelling of tier 2 (academic) and tier3 (domain specific) vocabulary.
2. Active or engaged learning where students—discuss, read, listen, speak, writing, draw, act or dramatize their learning, and how they learned.
3. The intentional activation of and or assessment of prior knowledge; comprehensible input to build background or analogous background.
5. Collaborative problem solving
6. Content, procedures and an environment that affirm cultural and multicultural perspectives.
7. Employment of demonstration and modeling; procedural or step charts.

8. The use of Graphic Organizers that allows students to understand the structure of the content and to consolidate learning
9. The Integration of listening, speaking, reading and writing in all subjects and across the curriculum
10. A focus on higher order thinking skills, and metacognition
11. Questioning techniques designed to engage students in the content, process, or the procedures.

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 exceeds LCAP goal of 20%, (2) EL students' growth on Illuminate DnA assessments in subject matter and the ELD benchmarks; (3) the percentage of EL students performing at various achievement levels on the SBAC in ELA 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 and (8) the Principal'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

Watts Learning Center Charter Middle School reclassified EL students to RFEP at the point when specialized language (SADAIE) is minimal or no longer needed for their success in core classes. Their level of performance is commensurate with non-ELs. We use a variety of metrics that include the summative assessments ELPAC, CAASPP, as well as formative assessments: teachers' evaluations, internal data sources, and parental consultations. Once students are reclassified, they are classified as RFEPs and their academic progress is monitored for a minimum of two years as required by state and federal guidelines. If their linguistic and/or academic performance declines or stalls interventions are provided to ensure that these students reach and maintain grade level academic proficiency.

CRITERIA USED FOR RECLASSIFICATION

ELs are reclassified to fluent English proficient based on the following multiple criteria that are recommended by the State Board of Education. The minimum criteria to be considered for reclassification are:

- Score level 4, exceed standard, 3, met standard, or 2, nearly met standard on the SBAC in English Language Arts.
- Have an overall score of 4 or 3 on the ELPAC
- Teacher evaluation based on student grades/progress reports*
- Parental consultation and approval

*In the event that a student meets ELPAC and SBAC criteria but not the grade/progress report mark requirement, the school leadership team will meet to analyze other student data that demonstrates grade-level proficiency. In the step, the following multiple measures may be considered:

- ☐ Report card grades/progress marks in equivalent ELA courses
- ☐ Prior SBAC scores
- ☐ Student work samples (writing) that are a 3 or higher on the SBAC rubric.

The Director or designee is responsible for ensuring that ELs who meet the eligibility criteria are reclassified in a timely manner. The Director/designee must generate rosters from PowerSchool who have met the SBAC and ELPAC criteria. This process begins when the official results of the CAASPP and ELPAC are released, as well as the end of each reporting period.

- The Director/designee reviews the rosters for accuracy and missing data (e.g., missing ELPAC, SBAC, or missing scores for an EL enrolled in the school the previous year.
- Students who have met the reclassification criteria are identified and parents are informed of their proficiency, both orally and in writing.
- Parents must review and sign the English Learner Reclassification Form.

MONITORING THE PROGRESS OF ELS AND RECLASSIFIED RFEPs

The progress of ELS 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 **Study Sync** 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. This also includes students who entered our school in grade 6 and have not reclassified by the end of eighth grade. Based on DataQuest, WLCCMS had 64 students in 2017 -18 who were in the cohort of 'English Learner 6 years or more'. The following steps are being used to monitoring progress of LTELs:

1. Use the ELPAC to determine proficiency levels and strengths and weaknesses in each domain.
2. Use Illuminate DnA FastBridge screening assessments to identify specific skills, and performance levels, and appropriate assessments to monitor growth over time.
3. Assess students' foundational skills using a diagnostic assessment (phonics survey) to determine the need for reading intervention focused on foundational skills.
4. Provide instruction in foundational reading skills if assessments show that there is a need.
5. Closely monitor and evaluate students' responses to interventions and ELD instruction—especially growth in oral language--speaking and listening-- because these are the foundation for continued development of English Language skills.
6. Ensure that all teachers are using integrated strategies and designated strategies in core classes.
7. Look for increased class participation and greater motivation to participate in classroom discussions.
8. Assess students SEL skills, knowledge, and attitudes and provide appropriate support and positive mentoring
9. Collaborate with students and parents/guardians in the process of creating a plan for each student.

GIFTED AND TALENTED (GATE) AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

Charter school will develop and implement programs designed to address the needs of high achieving and talented students. Because a new administrative team is beginning their tenure at the time of the writing of this renewal petition, an operational plan has not been thoroughly developed or ready for implementation. Currently the proposal is to offer honors classes for students who demonstrate high achievement, interest, and or potential in one or more academic areas. Students may choose one or more Honor classes in English, history-social science, or science. Initially, math classes will not be a part of the Honors Program., though they may be offered in the future.

DETERMINING THE NEEDS OF HIGH ACHIEVING AND TALENTED STUDENTS

Students who are highly intelligent, and capable may fail to fully develop their potentials as scholars and highly successful individuals fully prepared for the twenty-First Century. As mentioned earlier, economic status or poverty level often coincide with values, attitudes, and expectations, norms, mindsets that may allow the individual to be successful in the home and community but not in the school and wider community and society. Honors classes will provide opportunities to build on individual academic strengths, develop critical and creative thinking skills, and prepare students for advanced coursework in high school, i.e., Honors and Advanced Placement classes. This will and must occur in a supportive school environment where all students are developing effective interpersonal and intrapersonal relationships.

Following is a preliminary list of criteria and qualities which would make a student a strong candidate for one or more Honors classes.

- Scale scores in the mid to higher end of “Met Standard” or Exceed standards on SBAC in ELA, Math, science and other standards-based assessments.
- A score in the 90th percentile or higher on NWEA MAP or similar assessments.
- Grades in the core subject areas
- Ability to produce unique solutions to problems
- Current teachers’ recommendations.
- Motivation and interest level of the student relative to each subject.

Students with some or several of the following qualities would also be strong candidates for Honor classes.

- 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

STUDENTS NEED A POSITIVE AND INVITING CLIMATE FOR LEARNING:

Students who have a record or potential for high achievement have similar needs as all students. In every classroom, the climate should be warm, welcoming, friendly, and caring so that trust, respect and empathy are developed and maintained in the class among all members. Every student in every classroom needs to feel and know that s/he is an accepted and respected member of the class where the teacher and classmates have the expectation that s/he will and can be successful.

1. Along with personal and group conversations, teachers will use surveys, formative assessments, meetings with parents or guardians to get to know each student and the group. This is a continuous process throughout the student’s tenure at WLCCMS. Frequently checking in with each student personally on a regular basis is a very effective way to develop and maintain strong positive relationships. This involves personal, social, as well as academics. ***We call it unconditional positive regard for the individual.***
2. The students with the guidance of the teacher will establish classroom norms. These may or may not be posted. Students and teachers will model what the positive behavior looks like.
3. Teachers will be intentional in creating the positive climate by keeping their own behavior in check by staying calm even when students’ behavior is directed at them. The practice of staying calm and focusing on students who are behaving appropriately and waiting to address the misbehaving student privately is almost always more effective than precipitation of a confrontation in front of the class. It is also important that teachers learn to “not take a student’s statements or behaviors personally.”
4. Successes will be celebrated. In addition to academics, this includes extracurricular activities, important events in the students’ personal life like birthdays.
5. Students will have opportunities to explore the future—high school, college, career, healthy living, family life, avocations, travel, etc.

STUDENTS NEED TO GROW ACADEMICALLY AND LOVE LEARNING

If students are to grow academically, we must provide them with rigorous enriched educational experiences that engage and excite the learner. Instruction should deepen and broaden each student’s natural or acquired qualities. However, we will need to be sensitive to the need to teach underlying skills and concepts when students have gaps or weaknesses in various areas. Although pacing will likely be faster, and the amount of content greater than core classes, teachers must still monitor student engagement and learning. The differentiated curriculum is aligned with instructional strategies that promote inquiry, self-directed learning,

discussion, debate, metacognition, and other appropriate modes of learning. The following activities describe intentional instructional practices designed to help every student to grow and develop a love of learning.

1. Students see the connections in what they are learning to their lives, as well as the local, state national, and world communities. Topics will be explored with a lens that looks at history, the present, and the future.
2. To develop abstract thinking and big ideas of the content area, learning will be focused on major conceptual ideas or generalizations in various disciplines. This is in fact the focus of all of the most recent science, and history-social studies frameworks. Over time students learn that these generalizations allow one to see relationships between topics that seem various dissimilar. They learn that generalizations transfer through time and across cultures. Learning activities will include deep discussions, reading in-depth, along with oral and written reflections shared with their peers.
3. The differentiated curriculum will reinforce and support the needs, interests, and abilities of students. They will have the opportunity to investigate topics and issues/problems that excite them. This will include various types of projects that may include the arts. These investigations will be shared with the community.

HOW THE SCHOOL WILL MONITOR THE PROGRESS

1. 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.
2. Criteria for levels of performance or rubrics are used as part of the assessment process.
3. 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.

Methods & Tools for Identification	Identifying & Meeting Educational Needs	Monitoring Student Progress
<ul style="list-style-type: none"> Students achieving at level 1 on SBAC in reading and or math, are performing below grade level. This performance is also compared to Illuminate DnA results if previously available. Use ILLUMINATE DnA--FastBridge universal screening assessment for ELA and Math K – 8. These assessments will identify gaps in students' proficiency in grade level standards, i.e. a grade 6 student is proficient in math at 3 grade level and in reading at 5th grade. ELPAC results scoring 1 and 2 Teachers conduct a phonics survey (reading foundations) of students who are most dysfluent in reading. This survey includes, use and spelling of high frequency words, syllabication and spelling of multi-syllabic words, knowledge of prefixes and suffixes, and knowledge of print concepts. Where does a sentence begin? Where does it end? The use of commas, etc. These are skills that 	<ul style="list-style-type: none"> The intervention/remediation plan is shared with the student and parents. Focus on skills and applications that will develop increasing mastery in reading and math skills. Students are instructed in small homogeneous but also receive instruction tier I group instruction. Instructional strategies as previously described are employed to teach objectives to students in all Tiers—I, II, and III. Encourage students' efforts by giving authentic feedback on performance—What the student is doing well and how they have grown, how they can improve. In response to monitoring student progress, adjust goals and instruction. Frequently provide guided instruction to students having reading difficulties. 	<ul style="list-style-type: none"> The Director, the Dean, and teachers are responsible for closely monitoring student progress. The Executive Director regular collaborates with the administration and teachers about student progress. Use Illuminate FastBridge, progress monitoring and CBM Assessments to monitor student growth. Administer Common Formative Assessment, that are modifiable to match claims, targets and correlated standards. Administer Illuminate DnA Interim Formative Assessments (Benchmarks) every 8 weeks. Use SBAC interim block and summative assessments to monitor progress. Use student work and have

Methods & Tools for Identification	Identifying & Meeting Educational Needs	Monitoring Student Progress
<p>many students have not mastered.</p> <ul style="list-style-type: none"> Teachers take a closer look at each student's strength and weaknesses in math concepts, and skills. Teachers observe and interview students to reveal other critical information: work habits, social adjustments, emotional stability, interests, future goals, etc. Conference with parents and students to gain insight about circumstances that may impact students' performance. If students are capable but lack motivation, students should be counseled and referred for an SST if counseling is not effective. 	<ul style="list-style-type: none"> Promote engage in learning reading and math skills using games with small groups—3 to 4 students or Use digital games that reinforce the skills. Systematically teach the reading and spelling of high frequency words. A student's writing will often use and spell these words incorrectly. Sentence dictation is a rigorous means of improving reading and writing. 	<p>students explain what they know and how they know it.</p> <ul style="list-style-type: none"> Observe student behavior, attitudes, and work habits, for insight into mindset and the building of stamina and resilience.

SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

Ninety-five 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 a deeper 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 Principal 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>Observations of students—in the classroom & Environment—Look for:</p> <ul style="list-style-type: none"> non-verbal or kinesthetic communications The use of time Planning, and organization relationships with people Temperament problem solving School norms <p>Interviews with students</p> <ul style="list-style-type: none"> 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 Give students prompts and brief stories to determine if they can identify the acceptable behavior in a school or a social setting. Procedural self-talk—have students explain steps used to complete a simple task. Use pictures as a prompt to have students draw conclusions and support the conclusions with evidence in the picture. Many students at the middle school level have difficulty with this type of task. Assess SEL skills, knowledge and attitudes using the FastBridge Social-Emotional & Behavior Skills Assessment 	<ul style="list-style-type: none"> Communication: Uses a casual register to tell stories, talks back and are extremely participatory while you're teaching! Kinesthetic: physically aggressive, hands always busy, Relationships: 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. Temperament: get angry easily and say what's on their minds. Does not use positive self-talk, Problem Solving: do not have a repertoire of options for solving problems Planning, organization goals: 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 School norms: don't know or use middle-class courtesies, hands always on others, Procedural steps—Students does not recall follow steps 	<ol style="list-style-type: none"> 1. Give students instruction and support in using the formal register to tell stories and as part of the ELA curriculum and in all content classes. 2. Engage students in regularly scheduled class meetings during advisory when they will acquire effective intrapersonal and interpersonal skills, knowledge and attitudes. 3. Allow students to doodle or draw if the task does not interfere with learning. 4. Write steps for completing task on the board or a chart. Have them use steps on the chart and for practicing procedural self-talk. 5. Establish signals for times when students will practice positive self-talk and mindfulness. 6. Teach conceptual framework as part of content—mentioned as part of teaching methods. 7. Use kinesthetic approaches for teaching various skills. 8. Use rubrics that students learn to apply to their performance. 9. Teach students to formulate and answer questions based on topic and story grammar. 10. Teach students to sort relevant from irrelevant cues. A focus on topical questions and story grammar helps students to do this.

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 IN OTHER SUBGROUPS—STANDARD ENGLISH LEARNERS

IDENTIFYING THE SUBGROUP

California's ELD/ELA framework describes SELs "as native speakers of English who are an ethnic or racial minority (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.

Methods & Tools for Identification	Identifying & Meeting Unique Needs	Meeting Needs
<p>Expressive Language--Phonology</p> <ul style="list-style-type: none">• Articulation of consonant sounds are often confused—especially the consonant pairs which only differ due to voicing. (b/p, d/t, v/f, z/s, j/ch, etc.• Dropping of endings, in simple as well as in complex syllables.• Articulation of beginning consonant blends and clusters is imprecise, with one or more of the sounds dropped from the cluster or blend,• 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• 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/ <p>Vocabulary</p> <ul style="list-style-type: none">• Inaccurate use of prepositions and other structural words• Limited vocabulary— below the 50thile for age or grade• Limited academic vocabulary which interferes with receptive and expressive language abilities in content subjects. <p>Grammar and Usage</p> <ul style="list-style-type: none">• Subject, verb agreement especially the -s forms	<p>Phonology</p> <ul style="list-style-type: none">• Teach consonant sounds based on manner of articulation and voicing.• 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.• Provide oral practice listening to minimal pair discrimination to "fine tune" students' ears to the differences in words. Cat: cad : gad, gap: gab. Include spelling practice of contrasted words.• Teach the aural perception of syllables using a method that matches concrete objects—blocks or the learner's fingers—to each syllable. Provide regular spelling practice.• 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. <p>Vocabulary</p> <ul style="list-style-type: none">• Teach prepositions in the context of sentences while teaching high frequency words. Focus on oral use along with written use. Provide spelling dictation of phrases and	<ul style="list-style-type: none">• For each student use a rubric or a checklist to document improvement in articulation of single consonants and blends in words.• Use a checklist to document the ability to differentiate between words that are minimally different by 1 sound or syllable.• Use an assessment to determine and document that the student can accurately discriminate vowel sounds that have similar articulation.• Look for the correct use of prepositions in spoken and written expressions.• Assess improvement in knowledge of academic vocabulary—oral and written cloze passages.• Use a rubric to evaluate students oral and written use of grammar elements identified for improvement.• 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. <p>How and When Is Instruction Delivered</p> <ul style="list-style-type: none">• Instruction for this group is provided by certificated teachers.• Many of these skills can and should be taught during the ELA/ELD lessons. The strategy of emphasizing the

Methods & Tools for Identification	Identifying & Meeting Unique Needs	Meeting Needs
<ul style="list-style-type: none"> Non-standard use of the forms of the verb to be in various tenses The possessive -s is dropped or Incorrect use of pronouns—especially those that apply to gender—primarily applies to Latinos. He/she, her/him, hers/his Use of the present tense form used for -ed or past tense form. <p>Reading, Writing, & Spelling</p> <ul style="list-style-type: none"> Students make decoding errors while reading that interfere with comprehension. These errors may appear in the students’ oral language. Students’ spelling errors are consistent with his or her oral articulation. Students do not recognize words having the same root or how suffixes determine how words are used. They do not see these patterns because they have not been taught to recognize them. Antecedents of all types—nouns, pronouns, verbs, adverbs. Students writing is characterized by fragments, spelling errors, grammar and usage errors which can be observed in their expressive language. 	<p>sentences. Increase complexity over time.</p> <ul style="list-style-type: none"> Directly teach academic and domain specific vocabulary using direct instruction. Provide multiple opportunities for students to hear and use the words in context. Read aloud text at or above level to develop vocabulary. Post target words on the word wall for ready reference. Remove words mastered and add new words. <p>Grammar and Usage</p> <ul style="list-style-type: none"> Provide oral and written practice using verbs in various tenses. Create and post charts contrasting the standard and non-standard usage of verbs, pronouns and other forms that require practice. Encourage the correct use of vocabulary by modeling, prompting, recasting or explicit correction. Provide activities combining and decombining sentences to build sensitivity and understanding of syntax. Use sentence stems to support the use of more complex language. 	<p>articulation of speech sounds in reading instruction is beneficial for all students, especially ELs and SELs</p> <ul style="list-style-type: none"> SELs may also be grouped for designated ELD focused on their unique needs. This would happen at the same time that ELs are regrouped.

STUDENTS IN OTHER SUBGROUPS –FOSTER YOUTH

IDENTIFYING THE SUBGROUP

The report, *The Invisible Achievement Gap, Part 1: Education Outcomes of Students in Foster Care in California’s Public Schools*, sponsored by the Stuart Foundation, underscores the growing body of research that students in foster care constitute a distinct subgroup of academically at-risk students. As a group, these students (Barrat)(1) were more likely than other students to change schools during the school year, (2) had the lowest participation rate in California’s statewide testing, (3) performed below other at-risk student groups on statewide achievement tests and (4) had the highest dropOut rate and lowest graduation rate. (Barrat).

Who is a Foster Youth? Under the LCFF, the term foster youth includes:

- Any child who is the subject of a juvenile dependency court petition whether or not the child has been removed from his or her home and
- Any child who is the subject of a juvenile delinquency court petition and who has been removed from his or her home by the court and placed into foster care under a “suitable placement” order. This includes youth who have been placed in a foster home, relative home, or group home. It does not include youth who have been placed in a juvenile detention facility, such as a juvenile hall or camp. (*Alliance for Children’s Rights*)

IDENTIFYING AND MEETING STUDENTS’ NEEDS

The needs of foster youth are many and are the same as all youth. However, the problems they experience in many aspects of their lives are exacerbated by the traumatizing experiences that result from being placed in the foster care system. In addition to providing an excellent education in a supportive and caring environment **Charter School will implement practices that provide ‘educational stability for students in foster care**. Our plan is to implement the practices suggested in the Foster Youth Education Toolkit (Alliance for Children’s Rights):

- Screen all youth at enrollment for foster/probation status. This information will be referred to the School Director and to Charter School’s Counselor and entered into the Charter School’s Information System.

Additional information will also be collected during enrollment, i.e., the student's educational rights holder (ERH) school history, caregivers, social workers/probation officers. Meet with the ERH to determine if the student should remain in their school of origin, if not, immediately enroll the student and request educational records previous schools and districts within two days of enrollment. If the student is to remain in their school of origin, develop and implement clear written procedures governing how transportation will be provided.

2. Carefully review each foster youth's educational record, including state assessments. Administer screening and initial assessments, including social emotional surveys, to ensure that students receive the academic and emotional support (services) needed for success.
3. Periodically review students' academic performance and social/emotional adjustment.

When a student disenrolls, discuss the school of origin rights and options with the ERH, and hold space for the student until a final decision is made. Forward updated requested records to the new school within two business days. Log the date records were sent and to whom they were sent in the cumulative file

A TYPICAL DAY AT THE CHARTER SCHOOL

A typical day at the Charter School begins at 7:15 A.M. when many students arrive early. Between 7:40 and 7:50 breakfast is served in the classroom and advisory activities occur from 7:45 to 8:25 A.M. By 8:30 A.M., students are in their first period class where every teacher has greeted each student 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 sixth-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 by verbalizing (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 **Study Sync** program also provides many opportunities for constructed responses. Depending on the lesson cycle A visitor will also see the following in ELA/ELD, science, and history-social studies 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 rehearsing prior to performing readers' theatre or memorizing the lines to a play they have written in creative writing.
- ✓ Students reading independently from a book or online.
- ✓ Students playing online games or playing a game with other students in the classroom.
- ✓ Students engaged in science lab activities where they review the procedures, discuss and record the results in their lab notebooks.

During mid-morning break and after lunch, students are engaged in play, communicating happily and cooperatively. They are supervised by teaching assistants and campus aides.

From 2:50 to 3:30 P.M students return to their homerooms for an advisory where teachers check-in with students about their day. This is done to provide intentional support for each student so that teachers provide intentional positive, caring support for each student. After school some students attend the after-school program. Students having the most difficulty in a subject, remain to be tutored on a regular basis by their teachers.

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 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date 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 a variety of assessments are administered to students. These include universal screening assessments in ELA and math, diagnostic assessments for students performing significantly below grade level, a Math Acceleration Placement to determine which students to consider for an accelerated math. **Achieve 3000**, is used to determine each student’s Lexile level. The Lexile range for grades 6 through 8 is 955 -1115. Teachers also administer 1-2- minute reading fluency tests using grade level content text to assess how well students 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—95 to 100% accuracy. Fluency rubrics are used to describe the quality of students’ oral reading. **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 **WLCCMS** from grade 6.

The **Illuminate DnA** assessments, given in the fall, winter, and spring, is a primary tool used to monitor students' progress. The reports help teachers to focus instruction for the class, individuals and small groups. We have determined that students need to score above the 60thile to 65thile to have a scale score meeting or exceeding standard on the SBAC.

The Director and administrative team have the responsibility of directing and monitoring the assessment plan. The instructional 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 that focus on selected specific targets for ELA or math claims**. 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. The director meets with grade levels and individual teachers on a regular basis to review students' work and to evaluate their progress on formative and benchmark assessments.

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 that are or will be regularly used by the school.

TYPES OF ASSESSMENTS USED

Assessment	Description	Rationale	Frequency Performance Expectations
Screening Assessments <ul style="list-style-type: none"> • ILLUMINATE DnA, Fast-Bridge Universal Screening Assessments • Phonics Survey • Oral reading fluency ORF –Using grade level texts and questions for students not meeting standard. • Achieve 3000—Lexile assessment. • Adopted Illustrative Math Program Assessments—placement. • ELPAC – for new students whose home language is one other than English and they have not been previously assessed. 	<ul style="list-style-type: none"> • Universal Screenings—identify students who are making adequate progress in core instruction as well as those who may require supplemental or intensive intervention • Achieve 3000—used to determine Lexile Levels. • Students administered an Oral Reading Fluency assessment followed by questions to determine their ability to handle grade level text. • Diagnostic Assessments and Additional computer-based assessments are done, if students are at risk. This include math assessments to determine which key prerequisite math concepts and skills need to be addressed. A phonics surveys, and assessment of higher-level foundational reading skills to determine specific weaknesses in phonological awareness, decoding ad spelling, automaticity with high frequency words, morphology, etc. 	<ul style="list-style-type: none"> • The results from screening assessments are used to making preliminary decisions about the kind of early support and intervention a student might need to prevent later or continued failure. They also identify which students are near, at, or above grade level. • Teachers use the information gained from assessments to provide focused instruction RTI to individuals, to form small groups, and to plan pacing. • Administrators use the results to collaboratively plan, monitor and support teachers in implementing differentiated instruction and to identifying instructional resources, including teachers which may be needed. • Executive Director uses the data to in a collaborative process to develop a plan with the administrators to address the needs of students 	<ul style="list-style-type: none"> • First 4 weeks (20 days) of school or for students entering the school for the first time. • Results of all assessments are entered into the WLCCMS Student Information System. Teachers, the Director, Dean, Counselor review the data and make decisions about standards focus, pacing, intervention, enrichment, etc. • Data from the initial assessments will be used to set expectations for progress in ELA, and Math to achieve the projected annual growth.

Assessment	Description	Rationale	Frequency Performance Expectations
Formative Assessments <ul style="list-style-type: none"> • Illuminate DnA Inspect Item Bank Checkpoint Quizzes to assess the standards correlated to selected SBAC ELA and math targets. • Illuminate Common Formative Assessments—covering multiple selected focus SBAC targets. • Math lesson and unit assessments • Teacher or staff created quizzes. • Curriculum Embedded assessments • Checklists • Observed responses, & behaviors • Homework--selected 	<ul style="list-style-type: none"> • Assesses students' development, of concepts, skills, knowledge, and application, of standards-based objectives. • The SBAC interim assessment blocks are used to take a closer at look how students are performing on specific claims. • Writing samples are used to document student improvement in writing and kept in portfolios. 	<ul style="list-style-type: none"> • These assessments are critical because they help the teacher to monitor and adjust instruction for various individuals—pacing, steps, practice, complexity, etc. When used strategically, the practice results in higher achievement for each student. • Teachers use the results of the assessments for common planning 	<ul style="list-style-type: none"> • For key standards-based objectives, weekly or bi-weekly, or monthly depending on the lesson cycle and the type of assessment. More frequently depending upon the skill and the students.
Progress Monitoring & Benchmarks Language Arts, Math, Science <ul style="list-style-type: none"> • ILLUMINATE DnA • SBAC Interim comprehensive assessments • Program unit and chapter tests reading, math, science, history-social science, etc. • Teacher or staff created assessments. • Writing Portfolios • Projects Authentic Assessments <ul style="list-style-type: none"> • Writing Tasks in all content areas, including research reports and identified writing forms for each grade level. • Study Sync or other Performance • Projects using multiple media and modalities—related to content areas. 	<ul style="list-style-type: none"> • ILLUMINATE DnA measures students' growth on CA CCSS in reading and math. • SBAC Interim assessments mirror the end of the year SBAC summative. It can be given multiple times d • Periodic assessments for all students, the domains and strands of the standards are assessed at the end of each major set of lessons (every six to eight weeks) to ensure all students are progressing as expected and to provide feedback on the effectiveness of instruction. • ILLUMINATE DnA • Progress ORF grades 6–8 and teacher created cloze passages created from core and supplemental passages. • Authentic assessments are scored by rubrics that describe levels of performance of the task. WLCCMS teachers collaborate on the development of rubrics. Some are holistic, and others are analytical. 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Progress monitoring Weekly or bi-monthly depending on students' RTI level and the subject. • Program based tests follow lesson cycles. • Benchmarks--Every 6 to 8 Weeks. • SBAC In

Goals for consistent, school-wide implementation related to assessment practices include: (1) The 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. These decisions should be shared with the class, group and individuals. (2) Prompt feedback to the student and his or her parents on the student's performance on all assessments so they can monitor their progress. This includes the review and interpretation of the student's summative SBAC. (3) Students recording their performance on key assessments and task and making choices of work to include in the student portfolio. (4) The regular robust use of the **Illuminate DnA** to check more frequently on students' growth. (5) The celebration of each student's achievement.

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. ILLUMINATE DnA 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.

Screening Assessments	How the Answers Inform Instruction, Curriculum, Intervention, etc.
<ul style="list-style-type: none"> What percentage of grade ____ students read with a fluency rate of 100 wpm or higher with 95 to 100% accuracy or higher? <ul style="list-style-type: none"> Prosodic voice Able to answer questions about content. If students are dysfluent, what additional assessments were administered to determine skill reading gaps? What additional instructional support is needed for groups? Individuals? What percentage of grade ____ students have mastered key pre-requisite math skills that will enable them to make adequate progress in math? 	<p>Because independent reading with excellent comprehension is a primary goal as well as a key method for learning, monitoring students' performance on progress and benchmark assessments is critical to evaluating 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, referents, compound and complex sentences, Latin roots and affixes, Greek combining units,) skills are improved.</p> <ul style="list-style-type: none"> Many students who do not meet standard, often need reading instruction which generally must include foundational reading skills that when mastered, will allow students to independently read and interpret increasingly complex text. Students who may lack pre-requisite math skills will need to have these gaps closed if they are to make adequate progress toward achieving grade level standards.
Formative Assessments	How the Answers Inform Instruction, Curriculum, etc.
<ul style="list-style-type: none"> Which groups have met or exceeded standards Which groups did not meet or exceed standards? What number and percentage of students had negative growth? For these groups, what accounts for the differences in growth in this domain of claim? Which students need intervention? Which Students need enrichment? What percentage of students in grades 6-8 are meeting or achieving standards 	<p>The regular use of the Illuminate DnA allows us to make frequent checks on how students are progressing on their goals. The 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 If students or groups are not progressing, we look at the delivery of daily instruction.</p> <ul style="list-style-type: none"> To what extent is intervention for groups and individuals being implemented with fidelity—occurring daily, focused on identified goals? To what extent do instructional strategies need to be modified to increase and accelerate learning? What support, if any, do teachers need to improve instruction? Knowledge, skills, practices?
Program Assessments	How the Answers Inform Instruction, Curriculum, etc.
<ul style="list-style-type: none"> To what extent are questions and tasks rigorous, requiring application, evaluation, synthesis. To what extent does student performance on program assessments align with performance on ILLUMINATE DnA assessments? How do we improve performance on program assessments? What is the quality of students' short answer constructed responses? 	<p>Students' performance on adopted program assessments (chapter and or end-of-unit) should to a great degree be predictive of how they perform on Illuminate DnA, and SBAC assessments. Teachers use these assessments along with (formative types) lesson assessments, student work, homework assignments to monitor students' development of skills, concepts, generalizations etc. These assessments are generally also used to determine students' grades. However, more students are receiving grades approaching and at standard while their performance on Illuminate DnA and SBAC is lower or sometimes even higher. Teachers need to look more closely at grading and determine if certain assignments like homework, or classwork participation inflate grades for some while deflating grades for others.</p>
SBAC Interim and Block Assessments	How the Answers Inform Instruction, Curriculum, etc.
<ul style="list-style-type: none"> What percentage of students at each grade level and by disaggregated groups are performing at levels 1, 2, 3, or 4? How many students were within 10 scale points of the band above the range in which they scored? On which claim(s) are students performing best? (by Grade, level, groups) On which claim(s) are students performing the lowest? (by Grade, level groups) To what extent does ILLUMINATE DnA 	<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 block assessments give us more specific information on how students in grades 6-8 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 Principal and the Executive Director.

GRADING, PROGRESS REPORTING

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 a letter grade based on each student's average numerical performance on assessments, graded classwork, homework, and tasks evaluated using a rubric. A student's grade cannot be lowered or raised based on attendance, work habits, cooperation, class participation, or perceived attitudes.

4	<p>Above Standard</p> <ul style="list-style-type: none"> • Test score of 93%-100% or • Rubric—93%—100% <p>The student demonstrates advanced progress toward mastery of the knowledge, skills and concepts and their application in ELA, math and content areas—science, social studies, and electives. Student receives a letter grade of A</p>	<p>The achievement of the standards is demonstrated by the following behaviors.</p> <p>ELA, Content Subject Areas and Electives</p> <p>Student</p> <ul style="list-style-type: none"> • Reads closely and analytically to comprehend a range of increasingly complex literary and informational text genres. (Lexile above grade level.) • Produces effective writing that is well-organized, developed for a range of purposes and audiences. • demonstrates a thorough ability to use effective listening and speaking skills for a range of purposes and audiences. • engages in research/inquiry to investigate topics, and to analyze, integrate, and present information—written and or orally. <p>Mathematics</p> <p>Student</p> <ul style="list-style-type: none"> • explains and applies mathematical concepts and carries out mathematical procedures with precision and fluency • solves a range of well-posed problems in pure and applied mathematics, making productive use of knowledge and problem- solving strategies. • Clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others. • can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
3	<p>At Standard</p> <ul style="list-style-type: none"> • Test Score of 80%--92% • Rubric –80 to 92% of Scale <p>The student has met the achievement standards and demonstrates progress toward mastery of the knowledge, skills, concepts and their application in ELA, math and content areas—science, social studies, and electives. Student receives a letter grade of B.</p>	
2	<p>Approaching Standard</p> <ul style="list-style-type: none"> • Test Score of 79%--65% • Rubric –79% to 65% of Scale <p>The student has nearly met the achievement standards and will likely require further development to demonstrate the level of knowledge, skills, concepts and their application in ELA, math and content areas—science, social studies, and electives—that are necessary for entry-level credit bearing college coursework after high school.</p> <p>A student with an average of 70 to 79% on graded assessments and tasks receives a letter grade of C. A student with graded assessments and tasks averaging 65% to 69%, receives a letter grade of D</p>	
1	<p>Below Standard</p> <ul style="list-style-type: none"> • Test Score of 64% or less • Rubric—64% or less of scale 	

<p>The student has not met achievement standards and needs substantial improvement to demonstrate the knowledge, skills, concepts and their application in ELA, math and content areas—science, social studies, and electives to have likely success in entry-level, credit bearing college coursework.</p> <p>A student with an average 64% or less receives a letter grade of F.</p>	
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- Progress reports occur twice yearly. The first report occurs after 8 weeks of instruction, which is 8 weeks prior to the first report card. These reports list assignments and the overall performance for each subject. The progress report is based on graded assessments, selected graded homework, selected graded classwork, citizenship and behavior.
- **Report cards are issued every 16 weeks—2 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 includes a **student led conference** where the student shows his or her classwork and explains what s/he has learned.

PROMOTION/RETENTION POLICY AND PROCEDURES

After much discussion and a review of literature related to retention, we have decided that the possible adverse effects of retention at the middle school level far outweigh the possible benefits. One of the biggest negative effects is that students who are retained are more likely to drop out of school eventually. Research says that students are more negatively impacted by grade retention than they are positively affected by it. A study of retained studies in NYC schools found:

We find that, for “compliers” scoring near the retention threshold, repeating a grade significantly reduces credit attainment, the highest grade, and the likelihood of taking the Algebra I and ELA Regents exams. For students in elementary school grades, we find no indication retention improves graduation or dropout rates. For students in 7th or 8th grade, retention increases dropout once students reach their original on-time graduation year and reduces the likelihood of passing enough Regents exams to graduate from high school. The estimated effects on graduation, although imprecise, are also consistent with strong negative effects on school attainment. Source:

Grade retention can also have a profound impact on a student’s socialization. This becomes especially true for older students who have been with the same group of students for several years. A student who has been separated from their friends could become depressed and develop poor self-esteem. Students who are retained sometimes develop serious behavior issues, especially as they age.

We acknowledge that retention policies differ across states and districts, and as a result their effects vary across contexts. There is research showing that there can be positive impact on retained students’ future academic performance if retained in lower grades (*M. R. West*). However, the research we have reviewed indicates that the impact of retention at the middle or high school levels is likely to increase the chances of students dropping out (*Mariano*), (*Hanover Research*). In and of itself, retention is not uniformly supported by research as a remedy to most children’s learning difficulties. Receiving the same information using similar instructional strategies a second year is unlikely to yield significant results for many children. Alternatives to, or strategies in conjunction with, retention have proven to be effective. When enacted, retention must be accompanied by intensive, differentiated remediation and related supports to achieve intended short- and long-term results.

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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 policies as it relates to charter schools adopted through Board action¹. “The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.”

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. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to 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 of 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 reasonable 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, complete, 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 governmental 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.

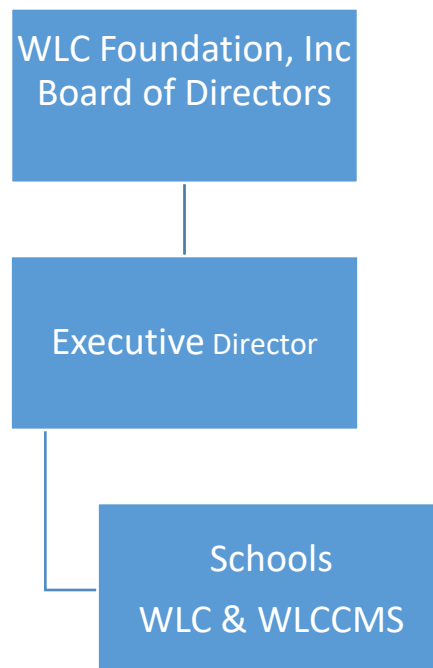
FEDERAL PROGRAM COMPLIANCE

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.

GOVERNANCE STRUCTURE

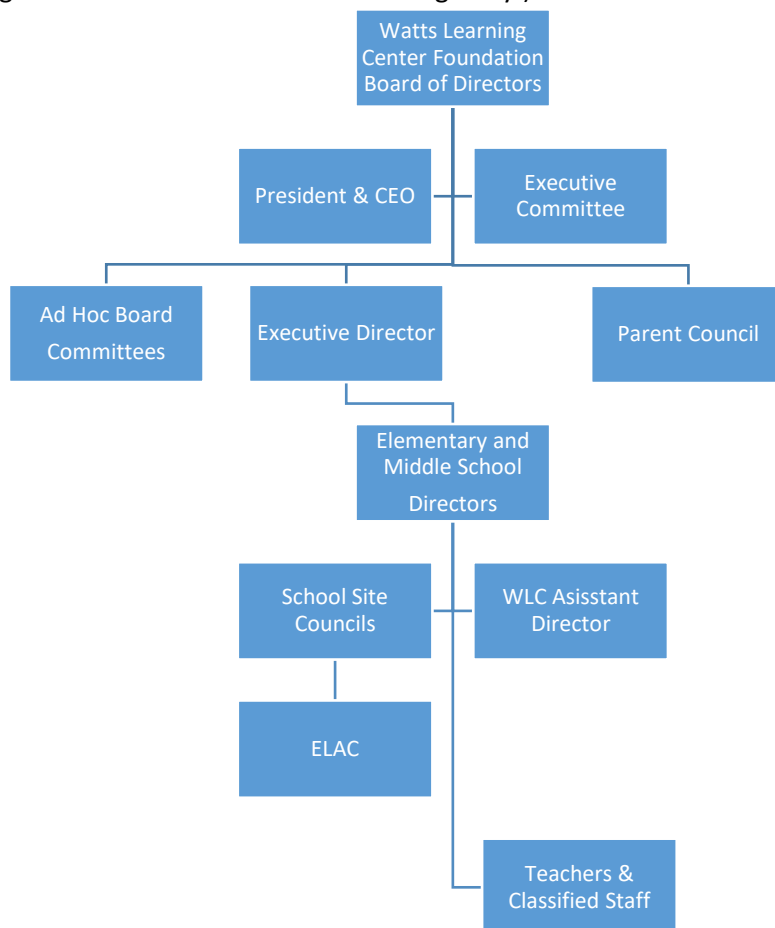
ORGANIZATIONAL CHART SHOWING RELATIONSHIP OF THE BOARD OF DIRECTORS TO SCHOOL LEADERSHIP

Below is the Watts Learning Center Foundation's organizational chart which shows the nonprofit Corporation's relationship to its schools. The Watts Learning Center Foundation Key management personnel are the Executive Directors, the school site Directors and the Assistant Directors. The CEO/President nor any other board member receives compensation.



Financial Management is provided by an external nonprofit financial agency. It is therefore, not a part of the formal structure of the board. Services provided include, bookkeeping, accounting, budgeting, forecasting, issuing of checks for payroll and accounts payable, reporting to CalSTRS and CalPERS, and filing of state and federal returns.

Below is Watts Learning Center Foundation, Inc. Governance Chart and the organizational chart for WLCCMS. 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 School Site Council is a federally mandated body that annually develops, reviews, and updates the Single Plan for Student Achievement (SPSA) for programs funded through the Consolidated Application System.

The parent council represented on this chart 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.

DESCRIPTION OF MAJOR ROLES AND RESPONSIBILITIES WITHIN GOVERNANCE STRUCTURE

In order to preserve and advance Charter School's 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. Financial management and recordkeeping are outsourced and reported directly to Board of Directors. The Executive Director provides overall strategic guidance and direction to advance the WLCCS's board's vision to provide children with a World Class Education. The Charter School 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 public schools and is knowledgeable about current developments in education.

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 Charter Middle School 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 WLCCMS 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 WLCCMS Board, has regularly scheduled meetings every other month or bi-monthly and currently includes the eight (8) voting members.

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 assessed needs.

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 Foundation 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 Foundation's 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 WLCCMS
- 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. The Members of the Executive Committee, their responsibilities, and operating procedures are described in Article 5, Section 1 of the Bylaws.
- All WLC Board members should be the best public relations representatives the school has.

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 Middle School.
- 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 WLCCM'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. At each Board meeting The external financial agency makes financial reports to the board. The reports provide data on income and expenses and compare these metrics to the projected budgeted expense for the same period. Any exceptions and are identified and if needed, adjustments are made in the budget and future expenditures. The Executive Committee may also meet more frequently to address fiscal matters.
- 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, bank loans for future construction projects or for lines of credit.
- 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 financial dashboard and budget-to-actual variance analysis. These are reports prepared by the external financial agency.-
- Reviews and approves all non-budgeted single expenditures over (\$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. Accounts payable are matched to approved purchase orders, and vetted invoices prior to the issuance of checks by the external financial agency. If there is a question about a payment, the external financial agency and Charter School's fiscal manager are asked to provide documentation for the purchase and the payment. Various other steps may be taken, depending on the situation. This includes evidence of approved, purchase orders, receipt of goods, invoices, contact with the vendor and their sales representative, etc.
- 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 Foundation and its schools

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.

The WLC Board has prepared a number of policies and procedures for the governance, management, and operations of its schools' 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. The WLC Board of Directors will adhere to the District's policies regarding revisions to or amendments of the 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

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

To maintain active and effective control of the Watts Learning Center Charter Middle 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. **Regular Board meetings shall be held consistent with the calendar for such meetings as established by the Board each year in June when the school Calendar for the new year is reviewed and adopted.** Currently board meetings are held once every other month on the second Thursday of the month. 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

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 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.

Teleconference Participation

Regular or special meetings may be held by conference telephone or similar communications equipment so long as the participating directors can hear one another and meet all the requirements of the Brown Act Gov. Code 54954 regarding teleconference meetings or participation via telephone and will include:

- Posting agenda with information indicating the date, time and location from which the meeting may be joined via teleconference.

- Identifying the teleconference date, time, instructions and location in the notice and agenda of the meeting.
- Ensuring that the teleconference location shall be accessible to the public from locations within the boundaries of the territory over which the board exercises jurisdiction

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. All votes cast are cast in public, except for those permitted to be cast closed sessions.

B. Presentations to the Board/Agenda Items

Any person may address the WLC Board concerning any item on the agenda (open and closed session items) 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.

Other Key Brown Act Requirements

1. All meetings are conducted in a facility that is accessible to disabled persons and is open to all races, religions, colors, national origin, ancestry, or sex. Access to the facility must be free to the public.
2. The board will only conduct its meetings, deliberations and actions, in "publicly noticed" meetings.
3. Board Members will refrain from "Serial communications", a series of communications, with each communication involving less than a quorum of the board, but when taken as a whole, involve a majority of the board are prohibited. This is prohibited because the communication may have led to agreement among the majority of the members on an issue that is likely to be considered by the body. Serially communicated information that leads to an agreement or compromise among Board or committee members is a violation of the Act. It does not apply to social, ceremonial, educational, and other gatherings as long as a majority of the members of a body don't discuss issues related to the Boards business. Meetings of temporary advisory committees—as distinguished from standing-committees—made up solely of less than a quorum of a legislative body are not subject to the Brown Act (Gov. Code § 54952.2)
4. Members of the public are NOT required to provide their names.

5. Meetings may be broadcast, audio-recorded, or video-recorded so long as the activity does not disrupt the meeting.
6. An Employee must be notified at least 24 hours in advance of his or her right to have a public hearing concerning complaints or charges brought by another person or another employee.
7. The public may obtain a copy, at cost, of an existing tape recording made by the legislative body of its public sessions, and to listen to or view the body's original tape on a tape recorder or viewing device provided by the agency.
8. Public records must be provided, upon request, to members of the public without delay.

QUORUM AND BOARD ACTION 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.

ABSTENTIONS

As a member of the WLC Board of Directors, each member has a right to vote on motions under consideration according to our Bylaws. However, Directors must abstain from voting on matters of direct personal interest. Abstentions and recusal are addressed in the Conflict of Interest Code and Policy.

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 the external financial agency 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

ADMINISTRATIVE SERVICES

WLC manages most administrative functions internally, including hiring, training, evaluating and terminating employees. WLC contracts with an external financial agency 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 the Personnel Handbook. When activated, the personnel committee consists of the Board President, WLCCMS

Board Secretary and the WLCCMS Board Treasurer and others who may be selected from time to time to address specific issues or initiatives.

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/mission 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 parents, students, staff and the community at-large throughout the year.

- **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 WLCCMS community stakeholders with voice, participation, and input throughout the school year for continuous school improvement. The data and documentation are also used to inform annual updates to the school's LCAP and to increase opportunities for meaningful parent and student engagement in learning and the continuous improvement of the school
- **The English Language Advisory Committee (ELAC)** which is comprised of the parents of Els, staff and community members. Parents of English learners comprise at least the same percentage of ELAC membership as English learners constitute the school's total student population. The ELAC is responsible for advising the Director and staff on programs and services English Learners and the School Site Council on the development of the Single Plan for Student Achievement. This committee also assists in the development of the schools needs assessment and ways to make parents aware of the importance of regular school attendance.
- **The School Site Council (SSC)** is composed the Director, teachers selected by teachers, classified personnel selected their peers, and the parents of students attending the school and/or community members selected by the parents. The SSC develops, annually reviews and updates the Single Plan for Student Achievement (SPSA) and recommend the SPSA to the WLC Board for approval.
- **The Parent Council** in collaboration with the Parent Coordinator, School Director and School Leadership Team, functions as a liaison between families and the school in order to meet the academic and social developmental needs of all students and to continuously improve school academic and curricular programs and services, operations and student safety to achieve board goals. Under the guidance of the School Director, in conjunction with the Parent Coordinator, the Parent Council works collaboratively with the school leadership team to incorporate the perspectives and needs of families into school decision-making and governance as part of a collective effort to strengthen overall school operations , safety, academic curriculum learning experiences and program offerings, as well as prioritization of resources contained within the LCAP to best meet the academic and social developmental needs of all students.

This collaboration and partnership through the Parent Council and families is vital to the success of the school. Through monthly Parent Council meetings and a series of evening workshops, families obtain critical information pertaining to schoolwide services to meet the academic and social needs of their children and are provided opportunities to acquire important skills to support their children to become successful and responsible students and lifelong learners. Through the Parent Council, in coordination with the Parent Coordinator and Director, the school provides regular ongoing opportunities for two-way communication with families via Parent Council to also obtain input and suggestions from parents on ways to optimize the quality and effectiveness of school academic and curricular programs and services, operations and student safety.

Through the Parent Council, parents have opportunities to participate in and influence strategic decisions at the school in terms of governance by providing critical input into decision-making as well as by addressing the board directly. The Parent Council is comprised of parents who are voted in to serve on the Council each May. 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.

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 WLCCMS in 2009, it was and continues to be the policy of the school that all employees adopt and support 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 Middle School:

- **Administration:** Comprised of the Executive Director, School Director and Dean of Culture and Instruction.
- **Certificated Instructional staff:** Comprised of classroom teachers, out-of-classroom teacher (Instructional Specialist) and School Counselor
- **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 Watts Learning Center Foundation Board’s vision to provide children with a World Class Education. The School 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, WLCCMS 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 (beyond a bachelors) in education preferred.
- 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

The Director/Principal is the designated instructional leader of the Watts Learning Center Charter Middle School. The Director/Principal's central purpose and core responsibility is to ensure that all students are engaged in purposeful and productive learning to high standards, and that every child progresses academically, socially and emotionally in a safe and supportive learning environment. The Director/Principal is responsible for the development and implementation of a professional and collegial culture focused on student learning, inquiry and continued improvement. The Director/Principal is responsible for developing and maintaining an individual and collective staff commitment to the investment and accountability of program goals for students, families and the community. The Director/Principal is responsible for promoting the school's charter and to accomplishing board and academic goals.

Primary Responsibilities Include:

- Provide leadership, supervision and guidance to teachers and staff that inspires purpose, focus, direction and accountability to accomplish Board and school goals for expected student-learning outcomes.
- Supervise certificated and classified staff.
- Establish and maintain a safe and supportive learning environment.
- Develop and advance a professional learning culture focused on the continuous improvement of practice, including implementation of systems for structured collaboration, planning, analysis and evaluations ensuring the consistency, continuity and effectiveness of curriculum, instruction, and assessment.
- Plan and promote the advancement of an equitable, coherent, progressive, student-centered curriculum.
- Monitor and advance assessments, schedules, staff assignments and student enrollment based on accountability and evidence of purposeful and productive measures that meet expected outcomes that are responsive to families and the community.
- Develop and implement school safety plans, positive discipline policies and procedures that promote a school culture based upon mutual respect for students, stakeholders and in fulfillment of Board policy, LAUSD and Federal and State requirements.
- Develop and manage the Charter School's budget.
- Guide the development and submit in a timely manner required Federal, State and Local accountability plans, and reports such as the LCAP, Title I Single Plan for student achievement and LAUSD requested school plans and financial reports.
- Monitor all aspects of operations to ensure that Charter School complies with federal, state and local external agency requirements.
- Responsible for the planning and execution of external oversight visit requirements.
- Responsible for ensuring that student and staff and school records are fully maintained for accuracy and completeness.
- Plan, implement and continuously supervise professional growth and evaluation of staff.
- Confirm that vendors, consultants and volunteers have all required federal/state credentials and/or applicable clearances and compliance with applicable California Education Code, LAUSD regulations and WLC Board policies.
- Adhere to Federal and State statutes, LAUSD requirements, Board policies and executing administrative procedures accordingly.
 - Collaborate with leadership in 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

The Director is expected to reflect the mission of the Watts Learning Center and advance the agency's core values in relationships and interactions with all stakeholders. The following are required and preferred qualifications:

REQUIRED

- Bachelor's Degree from an Accredited College/University and Valid/Cleared Administrative Credential from a Principal Preparation Program

- Evidence of 3+ years of administrative experience.
- Evidence of advocacy in protecting the legal rights of diverse and underserved student populations to obtain a high-quality public education.
- Evidence of depth of purpose and commitment to the profession and leading learning in an urban school setting.
- Evidence of understanding learning and the learning process, and skill facilitating learning and development among teachers and professional staff.
- Evidence of understanding and skill facilitating approaches that engage and sustain the investment of teachers and staff in professional work to accomplish school goals for meeting student learning outcomes.
- Evidence of track record leading the improvement of learning outcomes among diverse and underserved student populations.

PREFERRED.

- Advanced Degree with focus in urban education and teaching and learning.
- Bi-lingual.
- Understanding and experience working in a Public Charter School context.
- Administrative experience as a school Principal and classroom teacher in urban settings.

DEAN OF CULTURE & INSTRUCTION—JOB DESCRIPTION

The Dean proactively establishes and communicates high and clear behavioral expectations for all students. Reviews these expectations with students on a quarterly basis, or as necessary.

RESPONSIBILITIES

- Creates, communicates, and monitors a thorough matrix of interventions differentiated into three tiers
 - Tier 1: mild/classroom interventions,
 - Tier 2: moderate/out of classroom interventions,
 - Tier 3: severe/individual interventions).
- Fosters a “Restorative” mindset in regards to student intervention and support.
- Holds all students accountable for high behavioral expectations by administering consistent interventions when appropriate and consistently communicating these interventions with parents and teachers.
- Trains and supports teachers in implementing effective Tier 1 classroom behavioral interventions.
- Implements and enforces student discipline and works with the school administration and staff in developing student attitudes and behavior, which are necessary to maintaining a safe environment, acceptable standards of self-discipline and a suitable learning environment within the school.
- Reinforces the organization’s mission with parents and students; exude excellence and optimism when setting expectations and for student outcomes as it pertains to college achievement.
- Works collaboratively with all stakeholders to assist students in reaching their intellectual and leadership potential to ensure they enter college.
- Coordinates and leads efforts to improve attendance rates at the school sites.
- Serves as a liaison between the students, families, administration, and teachers.
- Leads or participates in Student Success Teams and other problem-solving conferences.
- Initiates and supports communication with and among teachers, parents, students and the community.
- Leads and supervises recognition and celebration events and other school wide culture-building activities.
- Uses data to identify at risk students for behavior and academic monitoring.
- Serves as the support person for dealing with student academic success and planning.

- Advises on creating a college going culture.
- Assists students in making the transition from one school level to another.
- Assists the administrators with Professional development as it relates to student discipline and safety for the whole staff.

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 required to teach in California public schools
- 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)

JOB DESCRIPTION SCHOOL COUNSELOR

The School Counselor will provide direct support and interventions to students, consult with teachers, families and other school-employed professionals to improve support strategies, work with school administrators to improve school-wide practices and policies, and collaborate with community providers to coordinate needed services.

RESPONSIBILITIES

- Promote student motivation and engagement
- Conduct assessments
- Individualize instruction and interventions
- Monitor student progress
- Collect and interpret student and classroom data
- Reduce inappropriate referrals to special education.
- Improve student's communication and social skills
- Assess student emotional and behavioral needs
- Provide individual and/or group counseling
- Promote problem solving, anger management, and conflict resolution
- Plan appropriate Individualized Education Programs for students with disabilities
- Modify and adapt curricula and instruction
- Implement and promote positive discipline and restorative justice
- Identify at-risk youth and school vulnerabilities
- Provide crisis prevention and intervention services
- Performed other duties as assigned

QUALIFICATIONS

- Certificate (Pupil Personnel Services: School Counseling)
- Copy of Transcript (BA/BS, Masters (if applicable))
- Credential program(s)
- Letter of Introduction Letter(s) of Recommendation -3 Current Letters
- Two (2) years or more of experience in urban school (preferred)
- Bilingual Spanish (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. Our goal is to recruit and retain excellent teachers 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 WLCCMS’s academic program; Provide a high-quality and highly effective curriculum and instruction; Use 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; Use adopted textbooks and other instructional materials authorized for courses. Work is performed under the supervision of the Director of the school.

Responsibilities

- Plans and delivers thorough, challenging Common Core State Standards-based lessons that ensure all students master content
- Assesses students frequently through formal and/or informal measures
- Creates comprehensive projects, chapter and/or unit tests, as well as common periodic assessments and other classroom formative assessments
- Uses detailed data analysis of student performance to inform best practices
- Differentiates instruction in the classroom to ensure that **ALL** students excel
- Identifies students who are academically at risk of not meeting standards and initiating effective intervention strategies
- Reflects continuously 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.
- Participates and contributes in grade-level meetings designed to develop and monitor the curriculum to determine if its meeting the needs of the students
- Participates and contributes to the development of a high-quality professional learning community focused on student achievement
- Reinforces 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.
- Maintains 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 Foundation’s 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.
- 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 credential issued by the Commission on 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.
- 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)

Resource Specialist Job Description

The Resource Specialist is a qualified teacher who instructs elementary level students who require remedial and specialized instruction in academic, social, and behavioral skill areas. The Resource Specialist plans, develops, organizes, and assists in the operation of a comprehensive individualized educational program for students experiencing multiple learning disabilities. The specialist will assist instructional personnel responsible for students with learning disorders in making an appropriate adjustment to an educational program requiring an increased level of independence

Essential Functions:

- Teach and instruct students with special learning needs in subject matter areas
- Review, analyze, and evaluate the history and background of student records, and assist instructional personnel in the assessment of students
- Design educational programs to meet individual learning needs and assist in implementing the various educational processes.
- Individualize instructional processes and adapt instructional delivery systems.
- Provide individual and group instruction in remediating student learning disorders and effectively utilize the available instructional time.
- Employ a variety of behavior management strategies and techniques, including behavior modification, reinforcement, and other positive behavior shaping processes.
- Develop robust and detailed lesson plans a week in advance and make available for Administration or substitute teachers as needed.
- Guide and instruct Instructional Assistants on teaching methods, behavior management, procedures and organization to ensure effective collaboration and optimal use of resources.
- Participates as a member and administrative designee in the Individualized Education Program (IEP) team meetings and in the identification of individuals with exceptional needs, as appropriate.
- Assists education personnel in developing instructional objectives and techniques for implementing IEP's for individuals with exceptional needs.
- Collaborate with school administration to improve academic and enrichment programs.
- Display a passion for the subject matter and plan engaging lessons that motivate students and utilize learning time effectively.
- Establish and maintain positive standards of student behavior, relate to students with mutual respect while carrying out a positive and effective discipline policy.
- Maintain regular and consistent individual contact with parents on the child's progress to address any questions or concerns they might have.
- Maintain timely and consistent documentation of parent contact and ensure follow-up as to goals and next steps.
- Maintains timely and complete documentation and monitoring of student progress and record-keeping, including use of Welligent.
- Attends professional meetings and trainings as needed

Knowledge, Skills and Abilities Required:

- Demonstrates knowledge of all topics covered in instruction of students
- Ability to communicate effectively, verbally and in writing, with teachers, co-workers, and business contacts in a courteous and professional manner
- Strong organizational skills and attention to detail
- Ability to work as a team player with colleagues and administrators
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast-paced, multi-task environment with minimal supervision
- Ability to organize a variety of tasks
- Ability to handle daily classroom instruction

- Ability to engage, motivate, support and encourage at - risk students coming from a variety of educational, socio - economic and cultural backgrounds
- Provide an energetic classroom experience and tutoring
- Ability to provide an example of strong self - esteem, confidence and leadership.

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:

- Must have a Bachelor Degree from an accredited college or university.
- Possess a California credential authorizing service as a Resource Specialist/Special Education credentials

CLASSIFIED STAFF

AIDES INSTRUCTIONAL JOB DESCRIPTION

The WLCCMS 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 WLCCMS 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 WLCCMS. 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
- Effective oral and written communication skills
- Ability to work collaboratively with all staff and administrators
- Completed a minimum of 60 semester hours from an accredited college or university (preferred)

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
- A high school diploma or equivalent.
- Effective oral and written communication skills
- Ability to work collaboratively with all staff and administrators.

ADMINISTRATIVE ASSISTANT JOB DESCRIPTION

Executive Officer Manager JOB DESCRIPTION (Administrative Assistant 1)

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 Executive Officer Manager 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
- Bachelor's 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)

OFFICE MANAGER JOB DESCRIPTION (ADMINISTRATIVE ASSISTANT 2)

Major Responsibilities and Essential Duties:

- Handles all student enrollment/registration
- Maintain inventory of equipment
- Responsible for submitting and maintaining Student Information Systems
- Preparing monthly attendance, lunch reports
- Responsible for submitting work repairs
- Answers a wide variety of questions regarding school schedules, events, procedures, and practices
- Takes messages for administration and school staff
- Operates portable radio for the purpose of transmitting urgent requests/information to administration
- Assists with parent/teacher/student needs
- Performs general clerical functions (scheduling, copying, faxing, mailing, etc.)
- Prepares, stamps, mails outgoing correspondence for the school/office including progress reports and transcripts
- Prepares and maintains records and files on student attendance and truancy
- Conducts verification of attendance with teachers and parents
- Prepares for Annual Attendance Audit
- Maintains up-to-date student data in PowerSchool Administers first aid and prescription medication to students
- Maintains Emergency Binders
- Translates at IEP or other parent meetings when needed

- Supports Director, Assistant Director and Administrative Assistant, Operates point of sale (POS) system for meal program during student lunch time
- Processes free and reduced lunch applications and payments made
- Other tasks as assigned

Skills/Qualifications:

- Bilingual in Spanish preferred.
- Skills desired: 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

OFFICE ASSISTANT (ADMINISTRATIVE ASSISTANT 3)

Major Responsibilities and Essential Duties:

- Handles the day to day front office needs (i.e. phones, emails, greet visitors, morning tardies, tours and shadows, etc.)
- Answers a wide variety of questions regarding school schedules, events, procedures, and practices
- Takes messages for administration and school staff
- Operates portable radio for the purpose of transmitting urgent requests/information to administration
- Assists with parent/teacher/student needs
- Signs students in/out
- Performs general clerical functions (scheduling, copying, faxing, mailing, etc.)
- Receives, sorts, distributes mail and supplies for school and/or office
- Prepares, stamps, mails outgoing correspondence for the school/office including progress reports and transcripts
- Prepares and maintains records and files on student attendance and truancy
- Conducts verification of attendance with teachers and parents
- Prepares for Annual Attendance Audit
- Maintains up-to-date student data in PowerSchool
- Requests and maintains records/cum files
- Administers first aid and prescription medication to students
- Maintains Emergency Binders
- Translates at IEP or other parent meetings when needed
- Supports Office Manager, Principal, Assist. Principal and General School Staff
- Operates point of sale (POS) system for meal program during student lunch time
- Processes free and reduced lunch applications and payments made
- Other tasks as assigned

Skills/Qualifications:

- Bilingual in Spanish preferred.
- Skills desired: 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

CUSTODIAN JOB DESCRIPTION

BASIC FUNCTION

The Custodian's job is 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

- Follow all established safety procedures; secure all campus doors (indoor and outdoor);
- Obtain and operate a walkie-talkie radio for the entirety of a work shift; readily make him or herself available via walkie-talkie; consistently respond to a walkie-talkie call for assistance in a timely manner
- Follow and complete the daily, weekly, and monthly cleaning schedule as assigned; maintain assigned area in an as new condition; adjust and follow revised assignment accurately; demonstrate willingness to perform duties in addition to assignment when required
- Empty trash and recycle containers; disinfect and clean trash and recycle containers; replace liner in trash and recycle containers; take all collected trash and recycle to outside dumpsters
- Sweep, dust, remove scuffs, scrub, mop and clean floors including stairs, outer perimeter of campus, parking lot, and outside lunch area; vacuum rugs and carpet
- Disinfect, sanitize, clean, and polish student and faculty restrooms; replace toilet tissue paper towels, soap, and toilet seat covers; check and shut off faucets left dripping
- Request supplies and cleaning equipment in advance; report all health and safety hazards, presence of animals, vermin, or insects, and building repairs and equipment repairs to the Director.
- Dust and/or wash walls, whiteboards, woodwork, water fountains, light fixtures, windows, venetian blinds, microwaves, furniture and other school equipment; move furniture, equipment, books; set-up various furniture and equipment arrangements as directed
- Strip, seal, wax, and refinish floors of various types; shampoo, scrub, and extract carpeted areas
- Operate and maintain various equipment and machinery as required by the work assignment
- Attend and participate in meetings and training sessions; participate in emergency drills and environmental safety activities, as requested
- Perform all other duties generally recognized as those of a custodian
- 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.)
- 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.

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, Office of Environmental Health and Safety, 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 (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. 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 blood borne 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, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

CUSTODIAN OF RECORD

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

SUPPORT AND PROMOTION OF STUDENTS HEALTH AND WELLNESS

Children's ability to actively engage in school activities and instruction is highly dependent upon their ability to maintain a healthy lifestyle through: proper and abundant nutrition, relevant health education and supportive wellness policies and practices; WLCCMS believes that the health and wellness of all of its stakeholders influences the healthy habits of its children; as such, WLCCMS is committed to supporting high student achievement by providing our community with the health and wellness resources, supports and services needed to support a culture of abundant health and wellness. The Watts Learning Center Charter Middle Schools has adopted the following goals:

- Engage all stakeholders in implementing, monitoring, and reviewing the WLC health and wellness policy.
- All students in have access to nutritious meals and snacks.
- All stakeholders will have access to educational and support services designed to maximize health and wellness.
- All students and staff will have access to regular physical education and activities designed to promote a healthy life-style
- All students in grades 7 will be engaged in instruction that will provide knowledge and skills needed to
 - protect their sexual and reproductive health from unintended pregnancy human immunodeficiency virus (HIV), and sexually transmitted diseases (STDs).
 - to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
 - to promote understanding that sexuality is a normal part of human development.
 - have healthy, positive, and safe relationships and behaviors.

ACTION STEPS TO ACHIEVE THE GOALS

During the next five years, Charter School will implement a more comprehensive plan to support and promote health and wellness of our students and staff. A health and wellness committee will be charged with implementing, monitoring, assessing and promoting the school's health and wellness policy. The committee will develop both short and long-term goals to ensure WLCCMS makes measurable progress towards its overall goal of implementing actions designed to establish and nurture a community culture and infrastructure which promotes health and wellness for all of its stakeholders. The following summarizes what we have done and will be done over the term of this charter renewal.

SHORT TERM GOALS CURRENTLY IMPLEMENTED

1. Provide Nutritional Meals served through the National School Breakfast and Lunch Programs. Meals will:

- Ensure Nutritious Food and Beverages are offered in healthy portion sizes
- Be appealing and attractive to children;
- Be served in clean and pleasant settings;
- Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations.
- Offer a variety of fruits and vegetables;
- no more than 30% of total calories from fat, averaged over a week;
- no more the 10% of total calories from saturated fat, averaged over a week;
- Serve only low-fat (1%) and fat-free milk³ and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- Ensure that half of the served grains are whole grain.

By working closely with our food service vendor, we are currently providing breakfasts and lunches that meet the above criteria. We have engaged students and parents, through taste-tests of new entrees and surveys, in selecting foods available through the school meal programs in order to identify new, healthful, and appealing food choices. We have also shared information about the nutritional content of meals with parents and students. We will need to make nutritional information more available by also including it on a website.

- We operate a school breakfast and lunch program which is made available to all students at no charge regardless of income. Breakfast is eaten in the classroom. Parents are encouraged to have their students participate in this program by arriving early. During each school day, Charter School shall provide each needy pupil, with one nutritionally adequate free or reduced-price meal, as defined in subdivision (a) of Section 49553, Charter School will provide written notice to all parents and students upon registration, the times when free meals are not available. The notices will be provided in English and Spanish which are the primary languages used for registration and enrollment forms.
- Our students have 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch. Lunch is scheduled be from 12:15 p.m. to 12:50 p.m. This fits the timeframe recommended timeframe. Students are encouraged to wash or sanitize their hands before eating meals and snacks.
- Charter School makes available foods and beverages with ingredients and in portions recommended by the U.S. Department of Agriculture, et al. We have also informed parents about healthy beverages, foods including snacks. We encourage beverages with no or minimal added sugars, and low or no fat. We suggest whole foods—nuts, fruits and vegetables— low in sodium, low in added fats. At the same time, we teach our students the benefits of making better food choices. We give positive reinforcement—feedback—to students “caught” eating healthy foods and beverages that they bring from home.

2. Provide Physical Education Classes

All students at WLCCMS including students with disabilities, receive daily physical education for the entire school year. Student involvement in other activities involving physical activity (e.g., interscholastic or

intramural sports) will not be substituted for meeting the physical education requirement. Our students receive 400 minutes of physical education every 10 days. We also administer the physical fitness assessment to all 7th grade students annually.

3. Plan and implement Comprehensive Sexual Health Education and HIV Prevention Education. AB 2601.

This program will include the following features and methods:

- Instruction and materials shall be appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners.
- Instruction about gender, gender expression, gender identity, and the harm of negative gender stereotypes;
- All information presented will be medically accurate and objective as recognized by professional organizations and agencies the expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists;
- Instruction and materials shall encourage a pupil to communicate with his or her parents, guardians, and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.
- Instruction and materials shall provide pupils with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.
- Information on the nature and transmission of HIV and other sexually transmitted infections (STIs);
- Information about all federal Food and Drug Administration (FDA)-approved methods of preventing and reducing the risk of transmission of HIV and other STIs, including antiretroviral treatment, and information about treatment of HIV and STIs;
- Information about reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing;
- Discussion about social views of HIV and AIDS, emphasizing that all people are at some risk of contracting HIV and that the only way to know one's HIV status is by being tested;
- Information about accessing resources for sexual and reproductive health care and assistance with sexual assault and intimate partner violence, as well as students' legal rights to access these resources
 - Students will be informed of their right to obtain sensitive services, including reproductive health care, during school hours, and are allowed to leave campus for the purpose of obtaining these services Charter school will not require parental consent or notification, and will mark the student's absence as excused and allot the student to make up full credit for assignments or class time missed. (EC Section 48205)
- Information about the effectiveness and safety of all federal FDA-approved contraceptive methods in preventing pregnancy (including emergency contraception);
- Information that abstinence is the only certain way to prevent unintended pregnancy and HIV and other STIs; information about value of delaying sexual activity must be included and must be accompanied by information about other methods for preventing pregnancy, HIV and STIs;
- Information about pregnancy, including 1) the importance of prenatal care; 2) all legally available pregnancy outcomes, including parenting, adoption, and abortion; and 3) California's newborn safe surrender law; and
- Information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and human trafficking;
- Parents or guardians shall be notified by Charter School at the beginning of the school year or at the time of enrollment about planned instruction in comprehensive sexual health and HIV prevention education and research on student health behaviors and risks. The notice will include the following:
 - advise parents/guardians that the written and audiovisual educational materials used in the class are available for inspection.

- inform the parents/guardians about whether the instruction will be provided by Charter School personnel or outside consultants or guest speakers. If instruction is wholly or partly provided by an outside organization, the notice will include the name and organizational affiliation and the date(s) of instruction. If arrangements to use an outside organization are made after the initial notification at the beginning of the year, Charter School will notify parents at least 14 days prior to the instruction via mail and or other commonly used methods of communications used by the Charter School.
- inform parents of their right to request copies of the Education Code Sections 51833, 51934, and 51938.
- advise parents/guardians that they have the right to excuse their child from comprehensive sexual health education and HIV prevention education and that in order to excuse their child they must state their request in writing to Charter School. (EC Section 51838 (b)(4))
- Collection of data via anonymous, voluntary, confidential age-appropriate surveys in which students are asked about their sexual activities and attitudes in or to measure their health behaviors and risks. Parents/guardians will be notified of any planned surveys, given the opportunity to review, and will be informed of their rights to request in writing that their child not participate.
- Instruction in comprehensive sexual health and HIV prevention will be taught by teachers trained in the appropriate courses (EC Sections 51934(a). (b)), WLCCMS will provide periodic training to Charter School personnel who provide HIV prevention education to enable them to learn new developments in the scientific understanding of HIV.

Other Short-Term Goals

In addition to breakfast and lunch programs, there are several other food related goals that when implemented would improve the health and wellbeing of our students. Some have been partially or inconsistently implemented.

1. Maintain and Promote Healthy Fundraising Activities.

We encourage fundraising activities that promote physical activity and provide healthy foods choice. Watts Learning Center Charter Schools will make available a list of ideas for acceptable fundraising activities. **The sale of foods and beverages on campus must be approved by administration.**

2. Provide Nutritious Snacks.

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health. The Watts Learning Center Charter Schools will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage.

3. Discourage Unhealthy Rewards.

Charter School staff will limit use of foods or beverages, especially those that do not meet the nutrition standards for foods and beverages as rewards for academic performance or good behavior and will not withhold food or beverages (including food served through school meals) as a punishment.

4. Limit Unhealthy Celebrations.

We need to limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). The Watts Learning Center Charter Schools will disseminate a list of healthy party ideas to parents and teachers.

5. Limit Unhealthy foods at School-sponsored Events (such as, but not limited to, athletic events, dances, or performances)

Foods and beverages offered or sold at school-sponsored events outside the school day will meet the nutrition standards for meals or for foods and beverages sold individually (above).

6. Limit Food Marketing in Schools.

Charter School will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually. School-based marketing of brands

promoting predominantly low-nutrition foods and beverages will be prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products will be encouraged. We will need to educate staff, parents, and students concerning the marketing techniques used to promote low-nutrition food.

7. Physical Activity Will Not be Used as Punishment

Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

HEALTH AND WELLNESS LONG TERM GOALS

The following goals will provide a more comprehensive program designed to more fully educate staff, students, and parents to adopt healthy habits as a way of life. They include the following:

1. Integrate Health and Nutrition into the classroom

For students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. This may be accomplished by providing health education in the classroom. This will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television, playing video games, etc. Classroom teachers will provide sort physical activity breaks between lessons or classes as appropriate.

2. Provide Opportunities for Physical Activity Before and After School.

We will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs after school and interscholastic sports programs. A range of activities that meet the needs, interests, and abilities of all students, including boys, girls, and students with disabilities will be available.

3. Ensure Safe Routes to School.

Watts Learning Center Charter Schools will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, Watts Learning Center Charter Schools will work together with local public works, public safety, and/or police departments in those efforts. Watts Learning Center Charter Schools will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements. Watts Learning Center Charter Schools will encourage students to use public transportation when available and appropriate for travel to school and will work with the local transit agency to provide transit passes for students.

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.

Charter School makes every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the community we serve. WLCCMS was established to accommodate the academic, and social development needs of children from low income, impoverished communities in south Los Angeles County.

During the last four years of this term, the percentage of black students enrolled at Charter School has steadily decreased from 25% in 2015 to 11.8% in 2018. To change this decline in black students, we will focus our recruitment efforts in zip codes with higher percentages of black population. They include 90044 with 36%, 90061 with 35% and 90033 with 22%. However, black parents at our elementary school are reluctant to have their children matriculate at the middle school because of the decreasing number of black students enrolled in the school.

All of our school brochures, fliers and marketing material outlining the school mission, purpose, goals, and enrollment information are available in both English and Spanish. Orientation meetings and school tours are conducted on a regular basis along with community presentations and other methods to maintain enrollment and assure racial and ethnic balance. Methods to recruit students to positively impact racial balance include:

What Activity	When	Who
1. Presentations to local churches with larger black congregations	Dec. 1, 2018	Director, Board Members
2. Community meeting targeting black parents*	October Through March	Director, Board Members, Black Parents and their children (students) and teachers
3. Evening workshops for the community to learn about the academic programs and offerings available at the school to current and prospective students and families		
4. Saturday morning brunch at WLC elementary school where families can also learn about the Middle School		
5. Presentations to Local Elem schools in the zip codes		
6. Maintain a detailed comprehensive list of all contacts with notes.		
7. Make timely Follow-up phone calls and letters to all inquiries.		

* All parents are welcome, but focus is on increasing the percentage of black students.

- Year-round scheduled school tours and classroom visits with prospective students and families

- Year-round.
- Local newspaper announcements Annual Summer Family BBQ

ACHIEVING AND MAINTAINING RACIAL AND ETHNIC BALANCE OF 70:30

We will aggressively recruit black students to achieve balance. To achieve and maintain balance, black students and their families must be made to feel welcomed, accepted, safe, supported, encouraged and cared for in a learning environment where they will also be successful academically. They must trust us to deliver on our promises. Black students and their parents will be recruited to speak about their experience at WLCCMS. During recruitment we will explain the options for intervention, remediation, enrichment and acceleration and our philosophy of providing an education that fosters social, emotional and academic growth—a multi-tiered system of support.

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 federal and state laws 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, immigration 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, Section 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

- Students must have satisfactorily met requirements for completing the fifth grade.

STUDENT RECRUITMENT

The Watts Learning Center Charter Middle School’s mission is to serve students living in and attending schools within a two-mile radius of the campus. Therefore, our recruitment efforts will target students residing in or attending schools in the community. Many families are recruited by other families in the community.

Methods for recruiting students may include:

Recruitment Activity	Timeline
<ul style="list-style-type: none">• WLCMS displays banners in English and Spanish around the school announcing open enrollment. These banners are also displayed at our Elementary school.	August – December
<ul style="list-style-type: none">• Flyers in English and Spanish distributed throughout the local community: Mark Twain Public Library, houses of worship, enrollment fairs, and the YMCA. The flyers publicize information sessions which will describe the school’s programs to families who have an interest in enrolling their children in the WLCMS the following school year. This information will also be	October to December
<ul style="list-style-type: none">• Open Houses and information sessions at the school site. Information sessions describe the school’s programs to families who have an interest in enrolling their children in the WLCMS the following school year. The sessions are conducted by the Director and teaching staff in both Spanish and English.	October to December

<ul style="list-style-type: none"> Public lottery to fill available seats or to create a wait list for grade levels where capacity was reached during open enrollment. 	December
<ul style="list-style-type: none"> Group and individual meetings with new families 	January -March

LOTTERY PROCEDURES AND PREFERENCES

1. The open enrollment application period begins the first week in October and ends on the first of December or the first school day in December at 4:00 PM. Families that expect to return, complete "Intent to Return Forms" during this period.
2. Following the open enrollment period, new applications and Intent to Return Forms shall be counted to determine whether any grade level has received more applications than availability or if there is some remaining capacity at various grade levels. In the event that these situations happen, the school will announce the lottery grade levels, timeline, and procedures in written and email form.
3. A public random drawing will be held to fill remaining available seats or to create a wait list for the grade level(s) where enrollment capacity was reached during the open enrollment period. The lottery date, time, and location will be sent to interested families and to District Charter School Division. The lottery will take place on a weekday afternoon or evening or on the weekend to ensure all interested parties can attend. The lottery will be held on the campus of the Watts Learning Center Elementary School, if held on the weekend.
4. All names will be drawn randomly to determine the students who are accepted and those who are on the wait list. The order of names drawn will determine the order of the wait list.
5. At the conclusion of the random drawing, students who were accepted will be notified by phone, email, and United States Postal Service mail within three days and asked to register for the upcoming school year. Office administrative assistants will be assigned the task of notifying families. Multiple communications will be attempted and logged by school staff.
6. Parents will have 10 school days from the initial contact to respond to the designated contact person(s). They may respond by phone, in writing, or in person in the school office.
7. Students for whom space was not available due to capacity will also be contacted within 5 days and told their number on the waitlist and then asked if they would like to stay on the waitlist for the upcoming year.
8. Should vacancies occur, admission will be offered to applicants on the waitlist in the order their names appear on the list. The procedures for contact will follow steps 5 and 6 above. If parents do not respond within the timeline, the applicant will be removed from the waitlist and the next applicant's parents/guardians on the waitlist will be contacted.
9. The waitlist will be kept on file in the school office.

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.

After parents complete enrollment forms, 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, continued enrollment, attendance, or participation in the school's educational activities nor are students ever penalized if parents are unable or unwilling to be involved. 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 Charter Middle School's 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 school contracts with the external financial agency, an independent 3rd party back office service provider. The external financial agency 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.
3. The President of the WLC Foundation Board verifies that our auditor is on the approved list by checking Certified Public Accountants Directory Service (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>
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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 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 Section 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 Section 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:
 - Was the misconduct caused by, or directly and substantially related to the student's disability?
 - Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?
- Notwithstanding and apart from 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

The purpose of the WLC Foundation Inc. Board's discipline policy is to insure the rights of each student to attend school in an emotionally safe and supportive learning environment with access to a high-quality education. Fundamental to a World-Class Education and the Watts Learning Center Way is the basic premise that every child is known, valued and respected as an independent thinking person. The WLCCMS's core values undergird and guide all relationships at the school for creating and sustaining a culture and climate based upon mutually respectful and supportive relationships that nurture the academic, social, and emotional development of every child. Our teaching aims to model and reinforce core values and expectations as well as positive, proactive

thinking, decision-making and behavior applicable to all staff and students. The following describes concrete practices designed to achieve these aims.

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, encouraging and supportive of every student.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) outlines the following five social and emotional competencies necessary for middle school students and recommends that schools include each of them in their programs:

- 1. Self-awareness:** Accurately assessing one's feelings, interests, values, and strengths and maintaining a well-grounded sense of self-confidence
- 2. Self-management:** Regulating one's emotions to handle stress, controlling impulses, and persevering in addressing challenges; expressing emotions appropriately; and setting and monitoring progress toward personal and academic goals
- 3. Social awareness:** Being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; and recognizing and making the best use of family, school, and community resources
- 4. Relationship skills:** Establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; and seeking help when needed
- 5. Responsible decision making:** Making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; and contributing to the well-being of one's school and community (Payton et al., 2008, p. 6)

Teachers, administrators and staff are implementing the following practices to achieve the above outcomes.

1. Have positive communications with parents/guardians from the first days of school to establish a working relationship; make phone calls, send notes, text messages or emails.
2. Have daily check-ins with every student during morning and or afternoon advisory period. We also encourage weekly class meetings during advisory 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 a 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. Competencies 1, 2, 3, 4, & 5
3. Model appropriate behaviors. Teach what is not appropriate and why. Competencies 3, 4, & 5
4. Catch students behaving appropriately, by giving quiet attention or specific feedback. Competencies 1, & 5
 - 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 classroom recognition.
6. Periodically call the home or send home a note informing the parents about how well the student is doing academically and socially.
7. Call parents/guardians when there is a problem but use a positive, collaborative approach.
8. Select students who are consistently well behaved as monitors. The positions and opportunities are rotated.
9. Give citizenship and other awards, lunch with the teacher, etc.
10. Consult with students who are known for leadership skills but who also have issues with behavior to make suggestions on how to improve climate or solve certain problems. Incorporate their helpful suggestions as part of the steps to solve the problems or improve the conditions.

HANDLE CONFLICT AND MISBEHAVIOR APPROPRIATELY

The following behaviors are also expected from staff:

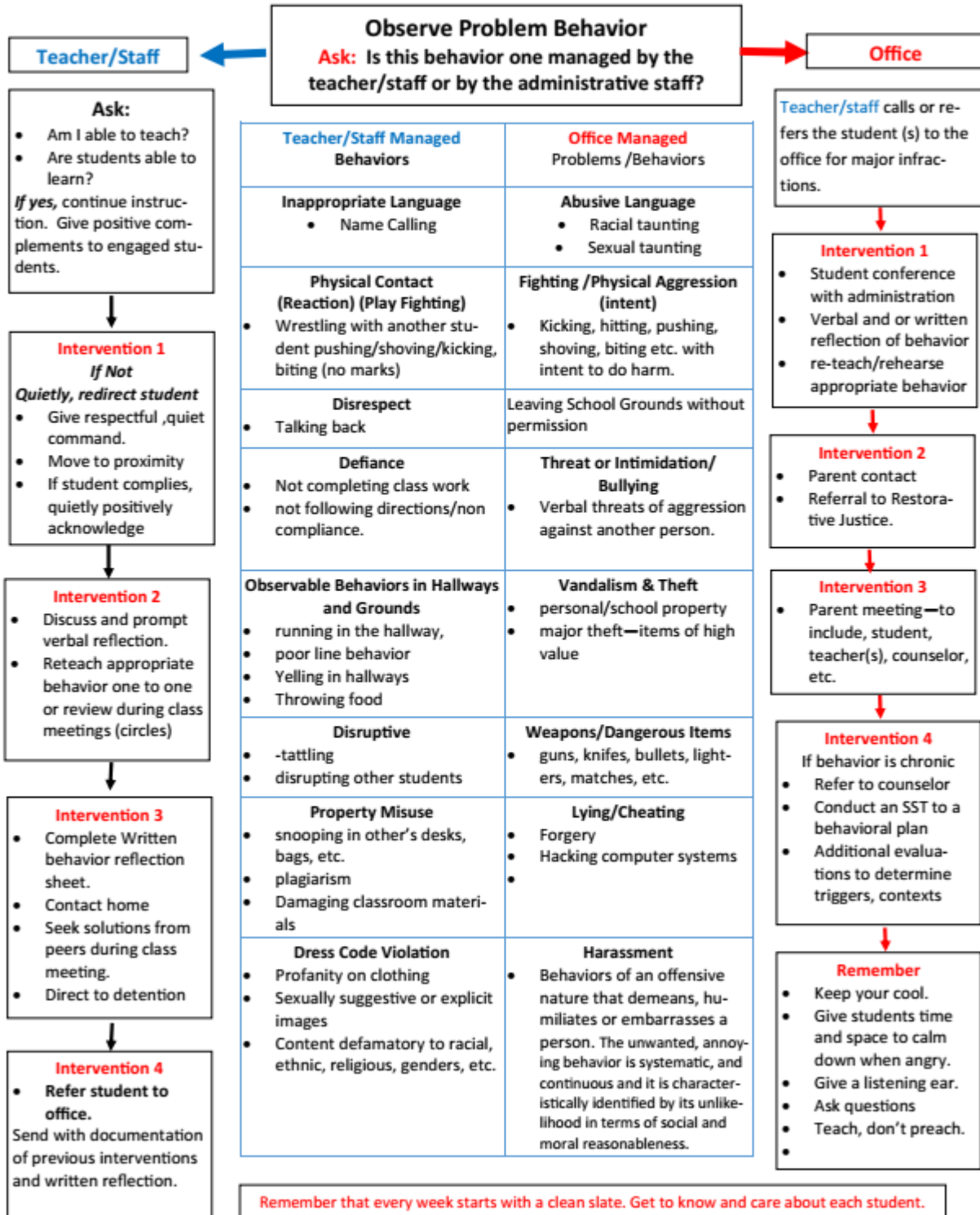
1. Keep your cool and never over react to the things that students do or say. Competencies 1, & 2
2. Never engage a student in a discussion while you are angry, or the student is angry. **Model respect for students.** In a very calm voice direct the student to a place where s/he can sit and not be disturbed by other students. Other adults should minimize their interactions, so the event is not reinforced. Competencies 1,2, 4, & 5
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. Competencies 4 & 5.
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. Competencies 3, 4, and 5.
8. Spend time really getting to know each child so that you develop a positive, caring trusting relationships.
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 students 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 students the expected behavior and respectful social interaction. Parents and students are informed the Director and Dean 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 students. The primary strategy is engaging the student or students in discussions where the alternative practices are used to teach appropriate behavior and social interaction. 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. These practices are the philosophical basis of the Progressive Discipline Policy as outlined in the flowchart that follows:

Watts Learning Center Charter Middle Schools Progressive Discipline Plan



RESTORATIVE JUSTICE PRACTICES

Our goal is to use practices that increase effective communication that develops trust, caring, and empathy among the members of the group. These include:

(1) Class meetings that are held during advisory or in some core classes to build community, and shared commitments to one another and the group. Over time, these meetings build connectedness and affiliation within the group, and therefore strengthen relationships. Class meetings are often student led and are used to plan and make decisions and solve problems. Both academic and social issues are topics that may be on the agenda. Class members can make suggest topics or issues for the agenda. These meetings are NOT used for conflict resolutions.

(2) Informal classroom circles to discuss content and issues that affect the group.

(3) Impromptu conferences to resolve low-level problems that arise in the classroom. Students are taught and supported expressing affective statements and questions using a formula:

I felt (emotion) when (behavior or event) because (reason for the emotion)

This formula is used to address both positive and negative situations. Most important is that teachers consistently model affective language.

- Formal restorative practices are to help community members restore damaged relationships rather than punishing consequences for behaviors. The restorative process asks offending students to:
Acknowledge their behavior.
- Apologize
- Express repentance
- Commit not to repeat the offense
- Offer to make amends

- (1) The School Director, Counselor or Dean of Culture and Instruction facilitate formal restorative practices. There are three phases: The student who was harmed is encouraged to calm down and then are given the opportunity to voice their feelings in private. Questions include: (1) What happened? (2) Are you alright? (3) How are you feeling now? (What do you need now? What will make it better? (4) How can I help? (5) Acknowledge the special skills that the student demonstrates in the conversation or in daily life.
- (2) The offending student is given the opportunity to reflect on his or her behavior and understand the harm that it caused. The goal is to induce empathy in students and ensure that they accept responsibility for their actions. Students can practice their apologies during this phase and identify what they consider to be reasonable consequences for their behavior. Questions include: (1) What happened? (2) What led up to this? (3) What were you thinking at the time? (4) Whom did affect and how? (5) What do you think about it now? (6) What do you need to do to make it right? (7) How can we make sure this doesn't happen again?
- (3) Students, teachers and staff who witnessed the conflict have an opportunity to share their perspectives and become participants in the process, supporting both the offended and offending parties. Questions include: (1) how did you feel when that happened? (2) What do you need to see happen now? (3) What can you do in such situations? The facilitator affirms the students' commitment for preventing future harm.

Over the term of this charter, WLCCMS will support the implementation of (1) formal classroom circles for resolving conflicts within the class. (2) Victim-offender dialogue for resolving conflicts, allowing victims to face offenders, and allowing offenders to show remorse and make amends.

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. Teachers and administrators will also be engaged in

professional development designed to develop and expand their capacities to use highly effective practices to improve classroom management. The chart below lists objectives and learning activities.

Objectives	Learning Activities
1. Identify the essential elements of classroom management and understand their interactions.	<p>In small groups discuss the following questions:</p> <ul style="list-style-type: none"> What are the essential elements of classroom management? Categorize practices and structures. How do the elements interact? Which of these do you believe is most important? Why?
2. Understand behavioral theory that can be used to guide management of behavior.	<p>What do you believe?</p> <ul style="list-style-type: none"> Discuss the quote attributed to Madeline Hunter: "Kids don't care how much you know, until they know how much you care." Should a student's worth depend on his or her behavior? Should a student's worth depend mostly on how well s/he performs academically? What does conditional caring look like? Sound like? What do unconditional interactions look like? Sound like? Take a position agree or disagree: "Relationships and meaningful instruction are the foundations of restorative practices."
3. Identifying behavioral expectations and how to teach them.	<ul style="list-style-type: none"> What behavioral expectations do you teach? Why? How and when do you teach them? What steps do you follow? Make a list of problem behaviors that typically occur in your school or classroom. Agree or disagree with this statement: These students know right from wrong, they just don't want to learn. Or they don't care. Why do you agree? Why do you disagree?
4. Understand the role of rewards and punishing consequences. What does research say?	<ul style="list-style-type: none"> Discussion: What conclusions can be drawn from a review of the research? Based on the research, how might you change your practices?
5. Identify traditional and restorative practices.	<ul style="list-style-type: none"> Classify the descriptors and practices listed as a traditional or a restorative practice. How do the practices differ?
6. Implement informal restorative practices everyday using class meetings	<ul style="list-style-type: none"> Teachers sit in a circle and experience a class meeting using a generic agenda. (1) What is the problem our class is having? Why is this a problem? How does the problem make you feel? What can we do about the problem? Let's brainstorm solutions. What is our best solution? Teachers discuss ways to implement. Why they develop positive relationships.
7. Understand the role of attention in extinguishing or reinforcing behaviors.	<ul style="list-style-type: none"> Raise your hand if you agree with the following: (1) All students regardless of age need some level of teacher attention. (2) Good behavior is guaranteed to receive teacher attention. (3) Bad behavior, serious problem behavior is guaranteed to receive teacher attention. What the research says about attention. Based on the research, what role does teacher attention play in reinforcing problem behavior? How will attention to problem behavior displayed by one student impact the behavior of other students?
8. Identify problem behaviors and determine how and when to react based on behavioral intensity.	<ul style="list-style-type: none"> Role playing: Teachers assume the role of students while others assume the role of teacher. Students display different behaviors and the role playing teacher implements the strategies discussed. <ul style="list-style-type: none"> Ask classroom integrity questions. Give attention to on task or students who are meeting expectations.

Objectives	Learning Activities
	<ul style="list-style-type: none"> What are some strategies you use for early intervention? To what extent does the strategy extinguish the behavior by minimizing attention to students who are NOT following rules, procedures or routines?
9. Understand behavior chains between teachers and students and how teachers' responses escalate student behavior?	<ul style="list-style-type: none"> Teachers analyze written and role play vignettes and discuss (1) what was the chain? How could the teacher have responded differently? What responses might have extinguished or minimized the student's behavior. Why is the behavior at the end of the chain strongest?
10. Use self-control to manage your own behavior so that you avoid power struggles.	<ul style="list-style-type: none"> Discussion why it is important to maintain self-control. Sharing and modeling: <ul style="list-style-type: none"> Verbal communication Non-verbal communication Avoiding power struggles

COUNSELING SERVICES

Some student discipline issues are resolved through one-to-one counseling with a teacher, or school Principal.

INVOLUNTARY REMOVAL

No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action.

WLCCMS SUSPENSION AND EXPULSION POLICIES AND PROCEDURES

This Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students and staff 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 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.

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

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. Charter School has adopted Los Angeles Unified School District Suspension and Expulsion Matrix as identified below. As such, a student may be suspended or expelled for prohibited misconduct, as outlined in the matrix.

Enumerated Offenses

MATRIX FOR STUDENT SUSPENSION AND EXPULSION RECOMMENDATION

Category I Student Offenses with No Principal Discretion (except as otherwise precluded by law)	Category II* Student Offenses with Limited Principal Discretion	Category III* Student Offenses with Broad Principal Discretion
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915(c))	Principal must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate. (E.C. 48915(a))	Principal may recommend expulsion when the following occur at any time, including, but not limited to, <u>while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.</u> (E.C. 48915(b) and (e))
1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)	Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," the injury is serious. [See II.1]) E.C. 48900(a)(1); 48915(b) Possession/Under influence of marijuana (1st offense < 1 oz.) or controlled substance or alcohol or any intoxicant. E.C. 48900(c); 48915(b) Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)	Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e) Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e) Possessed or used tobacco. E.C. 48900(h); 48915(e) Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication) E.C. 48915(a)(3); 48900(c)	Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e) Disrupted school (-wide) activities. (suspension only by administrator, no expulsion). E.C. 48900(k)(1)**; 48915(e) Knowingly received stolen school or private property. E.C. 48900(l); 48915(e) Possessed an imitation firearm. E.C. 48900(m); 48915(e) Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion. E.C. 48915(a)(4); 48900(e)	Engaged in sexual harassment. E.C. 48900.2**; 48915(e) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e) Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e) Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
5. Possession of an explosive E.C. 48915(c)(5); 48900(b)	5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)	Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e) Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Sonata. E.C. 48900(p); 48915(e) Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e) Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e) Aided or abetted the infliction of physical injury to another person (suspension only). E.C. 48900(t); 48915(e)

* For Categories II and III, the school must provide evidence of one or both of the following additional findings: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others. ** Grades 4 through 12 inclusive.

Source: BUL 5655-3 Los Angeles Unified School District Student Discipline & Expulsion Support Unit

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. 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 Director. 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 and 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. If Charter School Director or the Director's designee wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall 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. During the term of the suspension, WLCCMS shall provide the student with meaningful access to education. Missed assignments can be accessed virtually through class websites or arranged for pick-up or delivery with the parent/guardian. The student shall also be given the opportunity to take make-up tests if they were missed during the term of the suspension.

Upon a recommendation of expulsion by the Director 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 and the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference. Students are recommended for expulsion after the Director conducts an investigation process (i.e., gathering written statements, questioning witnesses, conducting a pre-expulsion conference with the student) and finds a factual basis that one of the reasons for expulsion has occurred and at least one of the following findings is substantiated:

1. Other means of correction are not feasible or have repeatedly failed to bring about appropriate behavior.
2. Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety to students or others.

Students who receive an extended suspension may be offered an interim placement at another LAUSD school, or coursework from the attending school. Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended pending an expulsion hearing. The maximum number of days a suspension will be extended pending an expulsion hearing shall be 10 days provided the extended suspension does not exceed a total of 20 days for the school year. (CA Ed Code Section 48903).

IN-SCHOOL SUSPENSIONS

Charter School will not implement in-school suspension procedures.

SUSPENSION APPEALS

The suspension of a student is at the discretion of the principal or administrative designee. Parents/guardians shall be notified in advance of the enactment of the suspension and can appeal a student's suspension. A suspension appeal shall be submitted to the Executive Director, and shall be heard if requested within five (5) school days of the notification of suspension by the School Director or the Directors designee. Upon consideration, Executive Directors decision shall be final. The student shall be considered suspended until a meeting is convened to hear the appeal. The decision regarding the appeal will be made within one (1) school day of the appeal hearing. Parents/guardians will be notified of the decision in writing within three (3) school days. For students who are recommended for expulsion, any appeal of the suspension will be considered concurrently with the expulsion process.

Authority to Expel

A student may be expelled only by the Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

. 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 determines that the pupil has committed an expellable offense and substantiated by a fact finding report and meets the standards in item section 3 above.

After the 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.

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, Administrative Panel 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 Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel 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 presiding officer from removing a support person who the presiding officer finds is disrupting the hearing. The Administrative Panel 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 Administrative Panel 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 officer 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 who 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 hearing room 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 Administrative Panel 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.

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.

. 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 Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. . If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Director following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the 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 right to appeal, appeal timelines, procedures and to whom to direct the appeal (c) 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 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.

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.

Appeal of Expulsion

An expulsion decision may be appealed within 30 calendar days of the date of the Administrative Panels written decision to expel. The parent/guardian must submit the appeal in writing to the School Director who will inform the Board President. An Expulsion Appeal Panel shall be convened within 30 school days of receipt of the written appeal, at which time the student's parent/guardian must attend to present his/her appeal either verbally or in writing. Language support shall be provided upon request. The Expulsion Appeal Panel shall have three (3) members. The panel shall be selected by the School Board Chair. Panel members shall not be school employees, shall have no familiarity of the incident or student, and shall not be the same individuals that served on the Administrative Panel. The scope of review of the panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Expulsion Appeal Panel shall be final. Parents will be notified of the Expulsion Appeal Panel's decision, in writing, within two (2) school days of the hearing. In the event that Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated.

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. Until an alternative placement is found, WLCCMS shall provide the student with meaningful access to education. Missed assignments can be accessed virtually through class websites or arranged for pick-up or delivery with the parent/guardian. The student shall also be given the opportunity to take make-up tests if they were missed during this time.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the 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 Charter School for readmission.

. 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 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.

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, if mandated by 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 Charter Middle School 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).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), 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 all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, 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, 20th Floor
Los Angeles, California 90017

Director/Director
Watts Learning Center Charter Middle School
8800 So. San Pedro St.
Los Angeles, CA 90003

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 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.

Unless directed otherwise 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, 20th Floor
 Los Angeles, California 90017

Director/Director
 Watts Learning Center Charter Middle school
 8800 So. San Pedro St.
 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the

Written Response is received by the other party or other date as determined by mutual agreement of the parties.

- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) 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.

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 pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. 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, by the governing board of Charter School 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 and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; 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:

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.

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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 calendar 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, 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 as or 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

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission 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.

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.

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 may be co-terminous with the approved Charter, as permitted by law. 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 non-District-owned school site and/or facility, Charter School shall ensure that the site and/or 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, and notices issued by any authorized building and safety agency. 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 shall promptly 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] or the equivalent provided through a California Joint Powers Authority self-insurance program 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 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 \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability 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 and alternative methods of coverage as approved by the District. 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, 28th Floor, Los Angeles CA 90017 within 30 calendar 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.

Positions That will Serve as the Schools Closure Agents

The President of the Board, the Executive Director and the Director/Director of Watts Learning Center Charter School will serve as closure agents in the event that the school closes.

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.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related 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).)

ADDENDUM

Assurances, Affirmations, and Declarations

Watts Learning Center Charter Middle (also referred to herein as “WLCCMS” 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); Ed. Code § 220.)
- 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 as or by 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* section 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 (2013) (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 local control and accountability plan and annual update to the local control and accountability plan.” (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 all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

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 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 core academic 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, upon request, 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 (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific 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 of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, 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 applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

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, SSIS 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, SSIS 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, SSIS 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, SSIS 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 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date 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 policies as it relates to charter schools adopted through Board action.ⁱ

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. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to 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 of 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 reasonable 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, complete, 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 governmental 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, Office of Environmental Health and Safety, 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 ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. 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 blood borne 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, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

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 federal and state laws 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, Section 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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 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 Section 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 Section 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 Section 504 Plan?

Notwithstanding and apart from 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, if mandated by 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).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), 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 all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, 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, 20th Floor
Los Angeles, California 90017

Director/Principal
Watts Learning Center Charter Middle
8800 South San Pedro Street
Los Angeles, CA 90003

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 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.

Unless directed otherwise 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, 20th Floor
Los Angeles, California 90017

Director/Principal
Watts Learning Center Charter Middle

8800 South San Pedro 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) 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.

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 pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. 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, by the governing board of Charter School 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 and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; 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

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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 calendar 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, 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:

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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 as or 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

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission 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.

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.

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 may be co-terminous with the approved Charter, as permitted by law. 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.

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- 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 non-District-owned school site and/or facility, Charter School shall ensure that the site and/or 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, and notices issued by any authorized building and safety agency. 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 shall promptly 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] or the equivalent provided through a California Joint Powers Authority self-insurance program 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 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 \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability 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 and alternative methods of coverage as approved by the District. *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, 28th Floor, Los Angeles CA 90017 within 30 calendar 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.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related 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).)