



LOS ANGELES UNIFIED SCHOOL DISTRICT

Welby Way Charter Elementary School And Gifted-High Ability Magnet

A DISTRICT AFFILIATED CHARTER SCHOOL

23456 Welby Way

West Hills, CA 91307

Renewal Petition

Submitted
March 29, 2021

TERM OF PROPOSED CHARTER

JULY 1, 2021 TO JUNE 30, 2027

TABLE OF CONTENTS

Assurances, Affirmations, and Declarations.....	1
Element 1 – The Educational Program.....	3
Element 2 – Measurable Pupil Outcomes, and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured.....	61
Element 4 – Governance.....	69
Element 5 – Employee Qualifications.....	76
Element 6 – Health and Safety Procedures	78
Element 7 – Means to Achieve Racial and Ethnic Balance	80
Element 8 – Admission Policies and Procedures	81
Element 9 – Annual Financial Audits.....	86
Element 10 – Suspension and Expulsion Procedures.....	87
Element 11 - Employee Retirement Systems.....	89
Element 12 - Public School Attendance Alternatives	90
Element 13 - Rights of District Employees	91
Element 14 - Mandatory Dispute Resolution.....	92
Element 15 - Charter School Closure Procedures.....	94
Additional Provisions.....	96
Addendum.....	97

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Welby Way Charter Elementary School And Gifted-High Ability Magnet (also referred to herein as “Welby Way”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School 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.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL 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(c)(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, 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(c)(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(c)(5)(A)(iii).)

GENERAL INFORMATION

• The contact person for Charter School is:	Helen Kim
• The address of Charter School is:	23456 Welby Way West Hills, CA 91307
• The phone number for Charter School is:	818.348.1975
• Charter School is located in LAUSD Board District:	3
• Charter School is located in LAUSD Local District:	Northwest
• Charter School is located in LAUSD Community of Schools	Taft COS
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year of this Charter will be:	852
• The grade levels of the students in the first year will be:	TK-5
• Charter School's scheduled first day of instruction in 2021-2022 is:	August 16, 2021
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	852
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule (start and end of day) for Charter School will be:	8:01-2:30 pm
• The term of this Charter for Middle and High performing schools: ¹	July 1, 2021 to June 30, 2027

¹ Charter schools satisfying the high performing renewal criteria may be renewed for a term of 5 to 7 years. (Ed. Code § 47607(c)(2)(E).) The determination of whether a high performing charter school will be renewed for a five-year, six-year, or seven-year term will depend on specific factors related to the charter school's operation and performance during the term of the charter. This determination will be made after submission and review from the Charter Schools Division.

- If approved, then term of this Charter for low performing schools: N/A

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

As an Affiliated Charter School in our community, Welby Way will provide prospective students an opportunity to attend an award-winning, innovative, vision-driven, shared-leadership school dedicated to the success of each child.

Since Welby Way's conversion to affiliated charter status in 2011, our student enrollment has steadily increased, with a wait list of approximately 600 students every year. Our academic performance on the Smarter Balanced Assessments have been consistently higher in comparison to that of the state, District, and neighboring schools.

Within a five-mile radius, Welby Way is surrounded by 32 schools, including private schools, independent charter schools, and the Las Virgenes Unified schools. Our objective is to provide our community members an option to attend a competitive school that provides students with an academically challenging, emotionally nurturing school with a diverse student population.

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

(Source: cde.ca.gov)

Address: 23456 Welby Way, West Hills CA 91307

LAUSD Schools	# of Students [2019]	% Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2019 Met/ Exceeded On SBAC ELA	Change In ELA	School to State DFS Comparison in ELA	2019 Met/ Exceeded On SBAC Math	Change in Math	School to State DFS Comparison in Math
Welby Way	801	18%	5%	2.2%	White 40%	Asian 34%	Latino 14%	87%	Increased	Higher	85%	Maintained	Higher
Calabash	425	18%	9%	3%	White 57%	Latino 15%	Asian 10%	73%	Increased	Higher	67%	Maintained	Lower
Canoga Park	640	91%	12%	42%	Latino 89%	Asian 3%	White 3%	33%	Maintained	Lower	24%	Increased	Lower
Capistrano	444	74%	17%	17%	Latino 67%	White 12%	Asian 8%	62%	Increased	Higher	57%	Increased	Higher
Enadia	256	63%	10%	8%	Latino 61%	White 18%	Asian 7%	52%	Increased	Higher	45%	Increased	Higher
Hamlin	327	45%	13%	21%	Latino 36%	Asian 28%	White 18%	55%	Maintained	Higher	34%	Maintained	Higher
Hart	732	89%	10%	51%	Latino 88%	White 4%	Asian 4%	32%	Maintained	Lower	27%	Increased	Lower
Haynes	405	19%	11%	3%	White 57%	Latino 15%	Asian 14%	70%	Decreased	Higher	67%	Decreased	Higher
Justice	390	34%	8%	4%	Latino 40%	White 36%	Asian 8%	64%	Decreased	Higher	50%	Decreased	Higher
Lockhurst	486	20%	12%	9%	White 54%	Latino 20%	Asian 14%	70%	Maintained	Higher	59%	Maintained	Higher
Nevada	385	80%	14%	36%	Latino 79%	White 8%	Asian 4%	34%	Increased	Lower	31%	Increased	Lower
Pomelo	607	23%	14%	3%	White 56%	Latino 24%	Asian 8%	68%	Maintained	Higher	55%	Increased	Higher
Woodlake	550	37%	11%	11%	White 48%	Latino 24%	Asian 10%	69%	Decreased	Higher	61%	Decreased	Higher
Independent Charter Schools	# of Students [2019]	% Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2019 Met/ Exceeded On SBAC ELA	Change in ELA	School to State DFS Comparison in ELA	2019 Met/ Exceeded On SBAC Math	Change in Math	School to State Comparison in Math

Ingenium	439	87%	10%	35%	Latino 79%	White 8%	Af.Am 6%	34%	Increased	Lower	32%	Increased	Lower
NEW Academy	473	90%	8%	34%	Latino 93%	White 2%	Asian 2%	-	Maintained	Lower	-	Maintained	Higher
Village Charter	292	81%	18%	35%	Latino 83%	Af. Am. 9%	White 4%	40%	Decreased	Lower	33%	Decreased	Lower

Welby Way will seek to attract the families within the Charter School's surrounding neighborhoods who have elected to send their children to a school of choice. Welby Way will continue to serve grade levels Transitional Kindergarten through 5th grade. As a neighborhood school offering a solid academic foundation in all the core curricular areas, balanced with arts, technology and character education, Welby Way will continue fostering a community atmosphere within the Charter School and create a welcoming environment for local families. Welby Way will continue developing educational programs based on various student groupings that best meet the needs of these students.

Welby Way has developed a program that espouses a balance between the arts and a rigorous academic curriculum. With the support of our parent organization, Parents of Welby Way (POWW), a 501c(3) California Corporation, we are able to supplement the district-provided curriculum with enrichment studies such as computer programming, Vex Robotics, and coding. We also provide ballroom dance and music theory classes to our students during the day and have partnered with an after school enrichment program that offers opportunities to study science, music, culinary arts, orchestra, sports and visual and performing arts. The emphasis in the arts and enrichment programs as well as our test scores which are the highest in our neighboring area makes Welby Way one of the most competitive schools in the west valley area.

A review of Welby's multi-year school performance on the Smarter Balanced Assessment demonstrates significant growth in the area of English Language Arts. Welby Way's school wide percentage of students who achieved Met/Exceeds Standard increased from 87% in 2017-18 to 86.5% in 2018-19, showing a change of .5%. Our Resident Schools median in comparison was 47.5% 2017-18 and 49% in 2018-2019, Welby Way is still well above our neighboring schools' overall achievement. In addition, we had three subgroups that increased the percentage of Met/Exceeds Standard over that two year period: Reclassified Fluent English Proficiency (RFEP) students increased from 62% to 89%; Students with Disabilities increased from 42.5% to 55.5%; and students representing Two or More Races increased from 66.67% to 76.92%; Socio-Economically Disadvantaged students increased from 94% to 95% during that two year period. Two other areas in which Welby Way has demonstrated positive results over the past few years are in the areas of Reclassification Rates and At-Risk & Long Term English Learners. Over a three-year period, the percentage of students who reclassified increased from 31.8% in 2017-18 to 62.5% in 2018-19 (Data source: focus.lausd.net). That growth outpaced our Resident Schools who decreased from 30.8% in 2016-17 to 23.1% in 2018-19. In 2018-19, Welby Way's percentage of At-Risk English Learners was less than 1% compared to the median percentage from our Resident Schools which was 6.8%. In addition, Welby Way's LTEL percentage in 2018-19 was 0% compared to the Resident Schools median of 1.0%. (Data source for SBAC & English Learner data: LAUSD MyData).

One area where Welby Way experienced a slight decline in scores over a three-year period was in Mathematics. The schoolwide percentage of students who achieved Met/Exceeds Standard in that area declined by 1% from 86% in 2017-18 to 85% in 2018-19. Even though that was a decline for Welby Way, it was still above our Resident Schools who scored 42% in 2017-18 and 44% in 2018-19. Three of our subgroups also declined over the same time period: Asian and White students decreased total of 10.7 points between the years 2017-2018 to 2018-2019. To address this

negative trend in math scores, Welby Way has continued to study our math program, Eureka Math, supplementing with online Zearn, Go Formative and Edulastic assessments. Eureka is intelligently designed to teach math as a coherent body of knowledge that follows the proper learning progressions required for true math fluency. The focus of Eureka Math is to instill deep, conceptual understanding that students can use to build on while also allowing students to find the joy of mathematics. Also partnering with the UCLA Mathematics Project and layering the Cognitively Guided Instruction approach to our math program has allowed our teachers to hone their ability to teach math and focus on student's mathematical thinking.

Another challenge for Welby Way was that our Students with Disabilities, scored in the orange band at 17.4 points below standard on the SBAC English Language Arts in 2017-18. With the combined efforts of our instructional leadership team, we were able to increase the subgroup SBAC scores by 43 points, placing the SWDs in the blue band within one year. The year-long cycle of identifying the deficit skills, providing targeted instruction, progress monitoring with the IABs, and evaluating for adequate progress produced the desired outcome for that group. Going through the Response to Intervention inquiry cycle is our approach to targeting the needs of a specific subgroup and taking intentional steps toward positive change.

STUDENT POPULATION TO BE SERVED

At present, Welby Way serves 780 students in Transitional Kindergarten through fifth grade. 408 of these students attend the magnet program. Our student body is ethnically, racially, linguistically, culturally, and economically diverse and represents local communities of Woodland Hills, West Hills, Canoga Park, and other surrounding areas.

The student population we serve is as diverse as the make-up of the city of Los Angeles: 36% of the students are classified as White, 34% Asian, 13% Latino, 9% Two or More, 4.5% Filipino, and 2.5% African American (*Source: LAUSD MyData 2020-21*).

Subgroup	%	Subgroup	%
African American	2.5%	English learners	2.1%
Asian	34.3%	Reclassified Els (RFEP)	6.7%
Filipino	4.4%	Students w/ Disabilities	4%
Latino	13.1%	Economically Disadvantaged	18.5%
Pacific Islander	0.1%	Identified Gifted – All	14.1%
Two or More	9%	Identified Gifted – African American	5.3%
White (not Latino)	36.3%	Identified Gifted – Latino	6.1%
Other	0.1%		

Source: LAUSD MyData 2020-21

In addition, our school's educational program serves students of all abilities. Currently, approximately 14% of our students are identified as Gifted and Talented*, 2% as English Language learners, 4% Special Education students, and 18.5% Socio-Economically Disadvantaged (*Source: LAUSD MyData 2020-21*). At Welby Way, we embrace diversity and believe that every student, no matter what their background, has the potential to meet or exceed academic standards.

Welby Way students come to our school with a variety of educational interests and backgrounds. Among our diverse population, many of our students come from families where

one or more parents have a college degree or beyond, who have expectations of academic rigor and acceleration. At Welby Way, teachers use a variety of methods to deliver instruction and teach the California Common Core Standards. These methods ensure that we can excite and meet the needs of our diverse student population and interests. Some approaches and methods used by our teachers include: flexible seating, blended learning, project-based learning, and STEAM (Science, Technology, Engineering, Art, and Math) lessons. Students in all grades levels are exposed to these teaching and learning methods to address all interests and needs of our students. We also have significant number of socio-economically disadvantaged students whose needs are different. Welby Way provides a comprehensive approach to educating our students which addresses the needs of all our subgroups, partly by monitoring their academic progress with the use of formal and informal assessments. Welby Way makes every effort to ensure that all student groups are guided to academic growth by offering early intervention. According to LAUSD's MyData, we have aided this subgroup toward a 7% growth in their overall performance on SBAC. Welby Way will continue to work diligently to ensure academic growth and success for all subgroups and all students to continue overall success for our charter school.

**Note that gifted assessments were on pause during the pandemic due to school closure and the inability to test students in person from March 2020 to the present. This percentage is an outlier and is well-below our three-year average.*

GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement:

At Welby Way students are passionate about learning. We strive to inspire students to seek deep, meaningful understanding; to develop strong academic skills adaptable to the needs of the 21st century; become creative, critical, and independent thinkers; cultivate perseverance, initiative, responsibility, and respect; and establish a growth mindset, habits of mind, and scholarly behavior.

Vision Statement:

At Welby Way, we align pedagogy, curriculum and the learning environment in order to reach a child's full potential. Our goal is to provide differentiated instruction, research-based instructional strategies, enrichment programs, and interventions that address the social, emotional, and academic needs of the whole child. Most importantly, Welby Way expects and encourages students to take responsibility and accountability as active participants in their own learning and, in doing so, recognize their role in their world. Our highest priorities revolve around the central belief that each student is fully capable of becoming a productive and influential member of society. Welby Way will continue to provide an exemplary education through a learning program that:

- Emphasizes multidisciplinary, project-based learning that enables students to make real-life connections, ask essential questions, and think conceptually.

- Utilizes hands-on, investigative learning that assists students to problem solve, think critically, and make meaning of the world.
- Incorporates the arts throughout the curriculum and studies its importance throughout history and its role establishing a culture.
- Provides authentic opportunities for students to effectively utilize all forms of communication.
- Uses technology to apply knowledge and create original work as a means of personal and group expression.
- Emphasizes a growth mindset, habits of mind, and scholarly behaviors for all.
- Collaborates with all stakeholders and problem solves with shared decision making.
- Provides opportunities for all stakeholders to model continuous learning and intellectual growth.
- Expects integrity, teamwork, cooperation, positive relationships, and a genuine home-school connection.
- Develops community partnerships to connect students to the real world.

Our instructional program at Welby Way will prepare a new generation of luminaries who thrive in learning communities that extend far beyond geopolitical borders. Students will understand that education is an investment in their own identity, know how to apply learned skills, take pride in their academic and career accomplishments, display cultural awareness, and strive to empower others to do the same.

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

We believe that 21st century learners must be prepared to think critically, make informed decisions, collaborate effectively with others, and strive to continue growing as learners. In order to succeed in the 21st century, all students require a solid foundation in core academic subject mastery where they are encouraged to be independent thinkers who are responsible partners in their own learning. Welby Way incorporates the concepts of Habits of Mind when developing our programs. To promote the mindset of a 21st century learner, Welby Way provides an environment where students:

- Persist in their assigned tasks, strive for accuracy, and see tasks through to completion.
- Practice critical thinking, problem solving, communication, and self-regulation, so that they may be college and career-ready.
- Apply knowledge to different situations and communicate that knowledge with clarity and precision.
- Embrace diversity and acquire skills necessary to work interdependently with and respect people from all backgrounds.
- Learn to approach problems with an open mind and listen to other perspectives with understanding and empathy.
- Demonstrate a willingness to be flexible thinkers and to change their opinion.
- Understand the cultures and beliefs of others, thus becoming respectful, empathetic leaders.
- Create and appreciate the arts, cultivating their ability to see the world from different perspectives.
- Develop their social emotional skills, as the learning community at Welby Way is only a small representation of the world they will interact with as adults.

- Develop into self-starters who behave responsibly as they prepare for their future and interact with their local and global community.
- Interact responsibly to protect the environment.
- Practice healthy choices for themselves at their school site, encouraging their growth into dependable adult citizens.
- Become information and technology literate, flexible and adaptable, innovative and creative, and globally competitive.
- Remain open to continuous learning throughout their lives.

Once students develop a strong foundation, this intensive focus on core academic subject mastery and independent, creative thinking lends itself toward developing the higher level thinking skills and social emotional tools required for personal growth. All students at Welby Way will gain the cognitive and social skills that enable them to deal with the complexities of this generation as they practice being critical thinkers, problem solvers, effective communicators, and strong collaborators in a safe and enriching learning community. Students will be resilient and adaptable, equipped with the knowledge, skills, and the disposition to continue their education to become personally fulfilled, interdependent, socially responsible adults.

How Learning Best Occurs

Welby Way recognizes that learning best occurs when the school embodies a culture of educational excellence and social responsibility that both challenges and nurtures the development of each individual. Collaboratively, teachers, parents, and community members foster an educational climate that is uniquely reflective of our school, home, and community.

Learning best occurs as all stakeholders fulfill their individual, departmental, and collaborative commitments to foster this culture of working as a team to educate each child. Creating a culture that focuses on the needs of the students as the first priority and encourages collaboration, shared-learning, shared decision-making, and shared-responsibilities establishes an environment where learning works best.

Welby Way will continue its history of academic excellence in the community, which nurtures a passion for lifelong learning. The school will continue to ensure a safe, encouraging, and rigorous learning environment that supports students in realizing their optimum learning potential through multifaceted educational experiences. Highly qualified teachers, support personnel, and diverse classrooms maximize accessibility for all students to progress in their educational development. Instruction in the classroom utilizes best practices based on current educational research, clear expectations, rigor, multiple modalities and pathways to learning, as well as differentiated instruction to meet the varying abilities among all students.

LEARNING BEST OCCURS WHEN:	WHAT IT LOOKS LIKE AT WELBY WAY:
<p>Students are engaged (academic rigor)</p>	<ul style="list-style-type: none"> • Multifaceted learning opportunities • Inquiry-based instruction • Integration of content areas • Rigorous questioning, activities, and experimentation • Infused with technology • Cohesive, connected curriculum K-5
<p>Students thrive in a positive, supportive school culture (health and nutrition)</p>	<ul style="list-style-type: none"> • Positive classroom communities where students are accountable members, encouraged, and supported • A growth mindset and resilience are cultivated • Student meals follow health standards and nutrition guidelines • Monthly awards assemblies focused on specific character traits • Restorative justice practices Schoolwide Positive Behavior Support Plan
<p>All stakeholders collaborate and communicate (home/school connection)</p>	<ul style="list-style-type: none"> • Parent support nights – education about topics relevant to parents (Parent Workshops) • Family nights related to CCSS • Parents volunteering in a variety of roles • Parents participate in decision-making through service on committees and the Site/Governance Council
<p>Instruction provides for individualized, specific/actionable feedback, and clear expectations (meeting student needs)</p>	<ul style="list-style-type: none"> • Students understand and track their progress to set specific goals to meet/exceed standards • Students receive timely feedback on performance and are equipped with strategies for practice, improvement, and mastery • Instruction is differentiated according to student needs and learning styles
<p>A highly qualified and collaborative education team delivers instruction (professional development)</p>	<ul style="list-style-type: none"> • Teachers collaborate in and across grade levels to insure consistency in pedagogy and methodology • Teachers continue pursuit of being lifelong learners through professional development provided by local district, recognized educational affiliates, institutions and regional/state conferences

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended 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(d).)

LCFF STATE PRIORITIES														
GOAL #1: PROFICIENCY FOR ALL														
<ul style="list-style-type: none">To maintain or increase the number of students who Meets/Exceeds in both English Language Arts and Mathematics on the SBAC assessments.To meet or exceed state targets for English Learners, socio-economically disadvantaged students, foster youth, and for all numerically significant subgroups, as required by law and the charter.To monitor and increase early literacy rates of primary students.To increase the number of English Learners who achieve full English language proficiency and are ready to be reclassified.To decrease the number of potential Long Term English Learners.	<p>Related State Priorities:</p> <table><tr><td><input type="checkbox"/> 1</td><td><input checked="" type="checkbox"/> 4</td><td><input checked="" type="checkbox"/> 7</td></tr><tr><td><input checked="" type="checkbox"/> 2</td><td><input type="checkbox"/> 5</td><td><input type="checkbox"/> 8</td></tr><tr><td><input type="checkbox"/> 3</td><td><input type="checkbox"/> 6</td><td></td></tr></table> <p>Local Priorities:</p> <table><tr><td><input type="checkbox"/> :</td><td></td></tr><tr><td><input type="checkbox"/> :</td><td></td></tr></table>	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6		<input type="checkbox"/> :		<input type="checkbox"/> :	
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Specific Annual Actions to Achieve Goal														
<ul style="list-style-type: none">Provide all students with a rigorous standards-based instructional program taught by a highly qualified teacher.Provide intervention support for targeted student groups, including English Learners, socio-economically disadvantaged students, foster youth, and all numerically significant subgroups at Welby Way (students with disabilities, Latinos).Purchase Intervention Teacher and Coordinator to support the academic achievement of all subgroups of students towards mastery of Common Core State Standards.Provide ongoing professional development to further expand instructional strategies and resources to target student needs.Provide specific professional development for teachers of English Learner students to target students at-risk of not making adequate annual progress.Utilize data to monitor progress to ensure students are making adequate progress toward annual AMAO 1 targets and meeting reclassification rate.														

Expected Annual Measurable Outcomes

Outcome #1:

Increase the percentage of students scoring Meets and/or Exceeds in English Language Arts on the SBAC assessment.

Metric/Method for Measuring:

Smarter Balanced Assessment Consortium (SBAC) Assessment (2019): ELA

** Subgroup not numerically significant at Welby Way.*

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	87%	87.5%	88%	88.5%	89%	89.5%
English Learners (5)	*	*	*	*	*	*
Socioeconomically Disadvantaged Students (75)	83%	83.5%	84%	84.5%	85%	85.5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities (29)	*	*	*	*	*	*
African American Students (4)	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students (164)	95%	95.2%	95.5%	96%	96.2%	96.5%
Filipino Students (17)	*	*	*	*	*	*
Latino Students (74)	66%	66.5%	67%	67.5%	68%	68.5%
Native Hawaiian/Pacific Islander Student (1)	*	*	*	*	*	*
Students of Two or More Races (30)	93%	93.2%	93.5%	94%	94.2%	94.5%
White Students (183)	83%	83.5%	84%	84.5%	85%	85.5%

Outcome #2:

Increase the percentage of students scoring Meets and/or Exceeds in Mathematics on the SBAC assessment.

Metric/Method for Measuring:

Smarter Balanced Assessment Consortium (SBAC) Assessment (2019): Mathematics

** Subgroup not numerically significant at Welby Way.*

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	85%	85.5%	86%	86.5%	87%	87.5%
English Learners (5)	*	*	*	*	*	*

Socioeconomically Disadvantaged Students (75)	78%	78.5%	79%	79.5%	80%	85%
Foster Youth	*	*	*	*	*	*
Students with Disabilities (29)	*	*	*	*	*	*
African American Students (4)	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students (164)	97%	97.2%	97.5%	98%	98.2%	98.5%
Filipino Students (17)	*	*	*	*	*	*
Latino Students (74)	73%	73.5%	74%	74.5%	75%	75.5%
Native Hawaiian/Pacific Islander Student (1)	*	*	*	*	*	*
Students of Two or More Races (30)	97%	97.2%	97.5%	98%	98.2%	98.5%
White Students (183)	79%	79.5%	80%	80.5%	81%	81.5%

Outcome #3:

Increase the percentage of students scoring Meets and/or Exceeds in Science on the SBAC assessment.

Metric/Method for Measuring:

Smarter Balanced Assessment Consortium (SBAC) Assessment (2019): Science

* Subgroup not numerically significant at Welby Way.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (5 th Grade only)	71%	72%	73%	74%	75%	76%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	84%	84.5%	85%	85.5%	86%	86.5%
Filipino Students	*	*	*	*	*	*
Latino Students (39)	39%	40%	42%	44%	46%	48%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races (11)	99%	99%	99%	99%	99%	99%
White Students	73%	74%	75%	76%	77%	78%

Outcome #4:

Increase the percentage of students demonstrating proficiency in early literacy.

Metric/Method for Measuring:

DIBELS 8th Edition (2020-21 MOY)

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	82%	82.5%	83%	83.5%	84%	84.5%
English Learners	71%	71.5%	72%	72.5%	73%	73.5%
Socioeconomically Disadvantaged Students	47%	48%	49%	50%	51%	52%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	93.5%	94%	94.5%	95%	95.5%	96%
Filipino Students	*	*	*	*	*	*
Latino Students	81%	81.5%	82%	82.5%	83%	83.5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	80%	80.5%	81%	81.5%	82%	82.5%

Outcome #5:

Meet or exceed LAUSD's reclassification target rate of 22%.

Metric/Method for Measuring:

Reclassification Rate

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	38.9%	22+%	22+%	22+%	22+%	22+%
English Learners	38.9%	22+%	22+%	22+%	22+%	22+%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #2: ATTENDANCE																															
<ul style="list-style-type: none"> To promote and strengthen the home-school partnership to increase student attendance. Targeted supports will increase student engagement and reduce chronic absenteeism. To annually increase the number of students whose attendance rate is at 96% or higher (attending school 173-180 days each school year). To decrease our rate of chronic absenteeism (absent 16 days or more each school year or an attendance rate of 91% or lower). 	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div style="padding-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>																														
Specific Annual Actions to Achieve Goal																															
<ul style="list-style-type: none"> Increase annually the percentage of students attending 173-180 days (96% attendance rate). Decrease the number of students missing 16 or more days of school each year (chronic absenteeism). Maintain attendance incentive programs and recognize students with excellent attendance. Budget for and utilize PSA counselor to monitor attendance rates, contact families with concerning attendance records, hold informational meetings, and assist families. 																															
Expected Annual Measurable Outcomes																															
<p>Outcome #1: The school will annually increase the number of students achieving an individual attendance rate of 96% or higher.</p> <p>Metric/Method for Measuring: Percentage of students with attendance rates of 96% or higher (<i>LAUSD MyData 2019</i>)</p>																															
APPLICABLE STUDENT GROUPS	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Baseline</th> <th style="width: 10%;">2021-2022</th> <th style="width: 10%;">2022-2023</th> <th style="width: 10%;">2023-2024</th> <th style="width: 10%;">2024-2025</th> <th style="width: 10%;">2025-2026</th> </tr> </thead> <tbody> <tr> <td>All Students (Schoolwide)</td> <td>74.3%</td> <td>75%</td> <td>76%</td> <td>77%</td> <td>78%</td> </tr> <tr> <td>English Learners</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> </tr> <tr> <td>Socioeconomically Disadvantaged Students (145)</td> <td>70.6%</td> <td>71%</td> <td>72%</td> <td>73%</td> <td>74%</td> </tr> <tr> <td>Foster Youth</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> </tr> </tbody> </table>	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	All Students (Schoolwide)	74.3%	75%	76%	77%	78%	English Learners	*	*	*	*	*	Socioeconomically Disadvantaged Students (145)	70.6%	71%	72%	73%	74%	Foster Youth	*	*	*	*	*
Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026																										
All Students (Schoolwide)	74.3%	75%	76%	77%	78%																										
English Learners	*	*	*	*	*																										
Socioeconomically Disadvantaged Students (145)	70.6%	71%	72%	73%	74%																										
Foster Youth	*	*	*	*	*																										

Students with Disabilities (51)	59.5%	60%	61%	62%	63%	64%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students (276)	81.6%	82%	82.5%	83%	83.5%	84%
Filipino Students (32)	81.8%	82%	82.5%	83%	83.5%	84%
Latino Students (120)	64.3%	66%	67%	68%	69%	70%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races (46)	83.6%	84%	84.5%	85%	85.5%	86%
White Students (336)	69.5%	71%	72%	73%	74%	75%

Outcome #2:

The school will decrease the number of students missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide.

Metric/Method for Measuring:

Percentage of students with attendance rates of 91% or lower (*LAUSD MyData 2019*)

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	5.5%	5%	4.5%	4%	3.5%	3%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students (145)	7.7%	7%	6.5%	6%	5.5%	5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities (51)	18.9%	18%	17%	16%	15%	14%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students (276)	3.1%	3%	2.8%	2.5%	2.3%	2%
Filipino Students (32)	3%	2.8%	2.5%	2%	1.5%	1%
Latino Students (120)	7.1%	6.5%	6%	5.5%	5%	4.5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races (46)	1.6%	1%	1%	1%	1%	1%
White Students (336)	7.5%	7%	6.5%	6%	5.5%	5%

GOAL #3: PARENT, COMMUNITY, AND STUDENT ENGAGEMENT

- To promote and strengthen the home-school partnership through programs and activities implemented by the staff and parent community rep.
- To offer a minimum of 6 parent workshops throughout the year, including topics on academic and social-emotional health
- To increase the number of parents providing input on the School Experience Survey.
- To increase student engagement.

Related State Priorities:

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

Local Priorities:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal

- Hold a minimum of six workshops throughout the year to support parents in areas of academics, attendance, social-emotional learning, graduation requirements, gifted education, etc.
- Budget for a Community Rep every year to strengthen the home/school connection and offer resources to parents.
- Utilize data from the School Experience Survey.
- Offer parents the opportunity to complete surveys on campus during the survey window.
- Maintain an effective program for interactive parent and family involvement that includes meaningful opportunities for providing and gathering parental input for decision-making, sharing and receiving information, and teaching and learning how to support the educational program.
- Provide opportunities for parents to express and resolve concerns, in accordance with the charter.

Expected Annual Measurable Outcomes

Outcome #1:

Increase the percentage of parents completing the School Experience Survey.

Metric/Method for Measuring:

LAUSD School Experience Survey 2020

APPLICABLE GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Parents Who Completed the Survey	90%	90.5%	91%	91.5%	92%	93%
Parents Who Feel Welcome to Participate in School	93%	93.5%	94%	94.5%	95%	95.5%
Parents Who Feel Included in Making Decisions at the School	79%	80%	81%	82%	83%	84%

Outcome #2:

Increase the percentage of students who feel a connectedness to the school.

Metric/Method for Measuring:

LAUSD School Experience Survey 2020

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
Students Feel a Part of Their School	84%	85%	86%	87%	88%	89%
Students Who Feel Happy to be at This School	93%	93.5%	94%	94.5%	95%	95.5%
Students Who Feel Close to People at this School	73%	74%	75%	76%	77%	78%

GOAL #4: ENSURE SCHOOL SAFETY

- To maintain zero number of student suspensions and expulsions for all students and subgroups.
- To increase the percentage of students who feel safe on safe grounds.
- To maintain a safe and positive school environment.

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☒ 6

Local Priorities:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal

- Utilize data with SWPBIS committee to create a plan for maintaining zero student suspension and expulsion rates.
- Implement positive behavior plans and activities as well as social skills education.
- Promote and strengthen home-school partnership to communicate clear expectations for behavior.
- Purchase additional time for school psychologist and PSA counselor to provide school-based support for students struggling with their emotional well-being and social skills.
- Use Restorative Justice strategies and Second Step lessons to teach conflict resolution and problem solving.

Expected Annual Measurable Outcomes**Outcome #1:**

Maintain zero suspension incidents for all subgroups

Metric/Method for Measuring:

Suspension Rate – CA Dashboard 2019 and LAUSD MyData

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
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All Students (Schoolwide-835)	0%	0%	0%	0%	0%	0%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth	*	*	*	*	*	*
Students with Disabilities (54)	0%	0%	0%	0%	0%	0%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students (151)	0%	0%	0%	0%	0%	0%
Filipino Students (32)	0%	0%	0%	0%	0%	0%
Latino Students (126)	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races (47)	0%	0%	0%	0%	0%	0%
White Students (338)	0%	0%	0%	0%	0%	0%

Outcome #2:

Maintain zero days lost to suspension for all subgroups

Metric/Method for Measuring:

Suspension Rate – CA Dashboard 2019 and LAUSD MyData

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide-835)	0%	0%	0%	0%	0%	0%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth	*	*	*	*	*	*
Students with Disabilities (54)	0%	0%	0%	0%	0%	0%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students (151)	0%	0%	0%	0%	0%	0%
Filipino Students (32)	0%	0%	0%	0%	0%	0%
Latino Students (126)	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races (47)	0%	0%	0%	0%	0%	0%
White Students (338)	0%	0%	0%	0%	0%	0%

Outcome #3:

To increase the number of students who feel safe at and near school

Metric/Method for Measuring:

LAUSD School Experience Survey 2020

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
Students Who Feel Safe in this School	93%	93.5%	94%	94.5%	95%	95.5%
Students Who Feel Safe in the Neighborhood Around This School	86%	86.5%	87%	87.5%	88%	88.5%

GOAL #5: PROVIDE FOR BASIC SERVICES

- To maintain a 100% of all teacher assignments in accordance with their credentials, including subject matter, EL authorizations, TK authorization, and Gifted recency.
- To maintain the percentage of teachers completing the Teacher Growth and Development Cycle.
- To increase the percentage of school-based staff attending at 96% or above.
- To provide 100% of our students with sufficient access to all standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.
- To maintain an overall rating of “excellent” on annual reviews of school facilities.

Related State Priorities:

- ☒ 1 ☐ 4 ☒ 7
☒ 2 ☒ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal

- Review teacher credentialing to maintain 100% compliance.
- Work with Human Resources office to ensure teachers have appropriate credential.
- Provide each student with access to state-adopted materials and complete an annual review in accordance with District policy.
- Conduct regular inspection of classrooms and common areas necessary to maintain a safe campus. Inspections will be conducted by the principal, plant manager, and assisted by the Safety Committee.
- Submit work orders for problems and issues in relation to facilities.

Expected Annual Measurable Outcomes**Outcome #1:**

Maintain 100% of teachers who are appropriately credentialed for their teaching assignments

Metric/Method for Measuring:

State Accountability Report Card

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Teachers (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #2:

All students have access to state-adopted, standards-based instructional materials

Metric/Method for Measuring:

Williams Certification

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #3:

Achieve and maintain an overall of “good” rating or better on annual reviews of school facilities

Metric/Method for Measuring:

School Accountability Report Card

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Facilities Inspections	Exemplary	Good +	Good +	Good +	Good +	Good +

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

The academic program at Welby Way empowers students to become self-motivated, competent, and lifelong learners who will succeed both in school and in life. Our curriculum is designed to cultivate the talents, interests, and the scholastic aptitude of students through an interdisciplinary approach to study. The goal is to provide a learning environment that extends beyond mastery of skills. We strive to weave interdisciplinary themes of global awareness and civic literacy into content knowledge, while nurturing lifelong skills that will prepare them for complex life and work environments in the 21st century.

Thinking creatively, collaborating with colleagues, problem-solving in innovative ways, and communicating effectively are a few of the skills embedded in our curriculum to engage our students in the learning process. With clear expectations and criteria set by our teachers, students are encouraged to take more initiative in their own learning and to develop tangible goals. Students make incremental checks to assure progress toward their long-

term strategic goals, develop questions to analyze past experiences, and make relevant improvements. Empowering our students to become actively involved in their own educational experience helps produce responsible and contributing members of society.

Welby Way's approach allows children to reach their maximum potential through the implementation of a rigorous and exciting program which allows students to explore and thrive. Welby Way will maintain a continuous cycle of self-reflection to analyze student needs as well as areas of growth and opportunities for students and teachers alike.

INSTRUCTIONAL DESIGN

Our curriculum is aligned with the California Common Core Content Standards (CCSS), the Next Generation Science Standards (NGSS), and the LAUSD's instructional initiatives. We believe that powerful learning and addressing the needs of our students, including all sub-groups, are best accomplished through a balanced program, which focuses on student-centered instruction. Welby Way will rely upon research-based strategies, examine formative and summative student data, analyze student work samples, utilize the plan-instruct-reflect-revise cyclical process of teaching for collaborative planning of long-term units, and conduct lesson studies to refine our delivery of instruction.

Student data and work samples will continuously be examined to ascertain the strengths and weaknesses of our students (from far below basic to advanced) including all subgroups of student learners (at risk, special needs, socioeconomically disadvantaged, English Learners, Standard English Learners, foster care, homeless, under-achieving/non-proficient, gifted and talented, subgroups by ethnicity, and those with Section 504 plans). Adhering to the proposed instructional framework and teaching methodologies ensures that Welby Way's instructors can successfully meet the needs of our students in all subgroups.

Using the concepts of backwards planning and Understanding by Design, curriculum will be systematically planned, providing students with a steady, consistent staircase to success. Welby Way teachers and leadership will work together to provide research-based practices to inform our instruction to ensure mastery of the Common Core Standards for all students. We believe that it is our professional and ethical responsibility to provide daily instruction for each child in every classroom that includes the following:

- Clear expectations are shared with our students so that they may meet and exceed learning objectives and allow students to go through cycles of reflection and self-assessment, thereby also setting their own learning goals.
 - State standards are clearly expressed using student friendly language
 - Rubrics, proficiency scales, and criteria charts (both teacher created and student created) are developed which align with state standards
 - Conceptual knowledge (knowing what to do)
 - Procedural Knowledge (knowing how to do something)
 - Reasoning (knowing when/where/why to do something)
(Andrade, 2007)

- A rigorous curriculum at Welby Way includes maximizing student potential and reaching the extent of their zone of proximal development by giving them opportunities to solve problems and using a structure of support points to stretch one's learning (Vygotsky, 1926).
 - Critical thinking strategies in all academic areas include:
 - Scholarly Behaviors (Depth and Complexity)
 - Revised Bloom's Taxonomy
 - Webb's Depth of Knowledge
 (Van Gemert, 2019)
- Varied opportunities for collaboration and student interactions is key to building accountability, promoting teamwork, developing good listeners, and evaluating their own listening skills. Group goals and individual accountability are emphasized through the following strategies:
 - Pair-share instruction
 - Cooperative learning opportunities across the curriculum, both in person and via technology
 - Inquiry cycle for problem-solving
 - Literature circles
 - Asking questions
 - Restorative Justice Talk Circles
 - Writing process, which includes peer revision and peer editing
 (Alber, 2017 and Slavin, 1991)
- Differentiated curriculum and instruction is offered to allow students to learn the Common Core standards at their own pace and academic level while maintaining or exceeding standards through supplemental materials. Our approach promotes equity and excellence and focuses on best practice instruction in a heterogeneous classroom (Tomlinson, 2001)
 - Tiered assignments
 - Compacting
 - Independent study
 - Mastery Learning and Grading
 - Students given multiple opportunities to master standards and demonstrate understanding
 - Scaffolding technique
 - Thinking Maps, Accountable Talk, and pre-teaching of concepts
 - Whole group, small group, and individualized instruction
 - Blended multimedia, technology enriched learning (Graham, 2005)
 - Team teaching
 - Graphic organizers and mind maps
 - Specially Designed Academic Instruction in English (SDAIE)
 - Direct instruction
 - Guided practice
- Experiential learning is a problem-based learning approach that helps students develop problem-solving strategies, collaborative skills, and increase content knowledge. Welby Way promotes:
 - Student-centered learning
 - Independent work time, research, and projects
 - Use of manipulatives and realia
 - Hands-on inquiry-based learning through labs and simulations

- Internet connectivity and collaboration
- Field trips
(Drake & Long, 2009)
- Integration of the arts into reading, writing, social studies, science and math is a powerful way of learning new material and applying content to real-world scenarios, teaching students the keen skill of observation. Greater arts education also leads to higher attendance rates and test scores (Segaren, 2019).
 - Music and music theory
 - Visual arts instruction across the curriculum
 - Theater and dramatic arts activities
 - Interpretive dance and movement
 - Ballroom dance
(Crawford, 2004)

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Slavin, Robert (1991). Synthesis of Research of Cooperative Learning. *Educational Leadership*, 48(5), 71-82.

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Vygotsky, Lev. *Educational Psychology*. CRC Press, 1997.

Curriculum and Instruction

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

The scope and sequence of skills across the curriculum and grade levels the school plans to teach are described below:

English Language Arts

- Develop students' reading, writing, listening, and speaking skills to access academics across the disciplines
- Integrate and infuse critical thinking skills, such as Depth and Complexity, Revised Bloom's Taxonomy, and Webb's Depth of Knowledge Dimensions into the District's state adopted reading program and supplemental core literature
- Provide reading materials to meet the students' independent and instructional reading abilities in a variety of texts at appropriate Lexile levels and text complexity ranges
 - Emphasize nonfiction and fiction texts in all grades to meet and exceed the CCSS requirements
 - Teach foundational skills, including print concepts, phonics, word recognition, and fluency to address emergent readers
 - Supplement reading support using Accelerated Reader, Newsela, ReadWorks, Scholastic News, Time for Kids, and literature circles
- Implement (schoolwide) writing program utilizing Benchmark Universe and Lucy Calkins' Units of Study writing program to address persuasive/opinion, narrative, and informational writing
 - Critique, justify, and theorize in compositions/writing across disciplines
 - Differentiate writing instruction to meet the needs of all learners through analysis to pinpoint further scaffolding needed in small group and individual writing workshops
 - Demonstrate writing across the curriculum for a variety of audiences and purposes
- Use technology, such as laptops, Chromebooks, and iPads to conduct and complete informative, persuasive, narrative writing assignments, oral presentations, digital portfolios, and exhibits
 - Evaluate assignments in the upper grades through submission via Google Classroom and Schoology allowing peer collaboration and revision to provide immediate feedback regarding criteria and quality
- Apply speaking and listening skills (both in person and via technology using Flipgrid and Schoology) by effectively engaging in a range of collaborative discussions and presentations delivered clearly using appropriate projection, expression, eye contact, and clear speech to varied audiences

English Language Development

- Provide opportunities for English Learners to obtain primary language support in core subjects and instruction in English through Specially Designed Academic

Instruction in English (SDAIE) methods and English Language Development based on the ELD state standards

- Provide Integrated English Language Development (ELD) instruction, where language instruction is incorporated throughout the content areas
- Provide Designated ELD instruction where English is taught as a separate content area during a designated time of the instructional day
- Offer daily opportunities to build foundational skills including print concepts, phonological awareness, phonics, word recognition, and fluency
- Provide students with opportunities to read, analyze, interpret, justify, and explain, and create using various genres
- Interact in meaningful conversations through small group work and classroom tasks that require collaboration and discussion
- Use Thinking Maps, visuals, realia, technology
- Incorporate use of complex texts and require students to use text evidence to answer
- EL Coordinator and administration monitor both integrated and designated EL instruction with periodic classroom observations
- EL Coordinator and administration monitor the growth of our EL students and provide feedback to teachers with English Learners
- EL Coordinator and administration monitor RFEPS and ELs during Student Support and Progress Team meetings and informal discussions with classroom teachers

Mathematics

- Develop students' mathematical proficiency and mastery by utilizing curriculum aligned with the CCSS as the core math curriculum. Subject to applicable District policy, Welby Way intends to utilize Eureka math and/or the District adopted text as the main sources to provide rigorous conceptual and computational skills in a variety of mathematical processes to meet and exceed the CCSS.
- Facilitate students' use of the eight Mathematical Practices as outlined in the CCSS
 - Provide opportunities for students to generalize math skills to daily life across disciplines
 - Build upon understanding of the concepts and vocabulary of computations, patterns, functions, geometry, statistics, and probability
- Differentiate instruction through varied groupings to meet student needs from intensive to advanced
 - Support the identification of relevant information to plan and solve problems using multiple pathways in written and oral form, both independently and collaboratively in small groups
 - Advance student skills by integrating manipulatives to assist students with modeling problems
- Advance and deepen student conceptual understandings through the use of Cognitively Guided Instruction (CGI)
 - Sense making is the focal point of math instruction as it builds upon children's intuitive skills to find multiple pathways to an answer
 - Engage students in articulating, explaining, and justifying their thinking
 - Support students in considering their own thinking and the thinking of others as they discuss and critique strategies
 - Develop abstract thinking and problem-solving skills in struggling math students while challenging higher-achieving math students

- Extend classroom instruction through technology by providing access to posted sample responses, videotaped lessons, enrollment in advanced math courses, and ascertaining student progress in supplemental programs such as Khan Academy, Zearn, and IXL

History-Social Studies

- Supplement instruction using a variety of materials that include state adopted textbooks and supplementary materials (digital and hardcopy) to meet and exceed the CCSS
- Elevate students' critical thinking skills by identifying patterns, parallels, contributions, and convergences that shaped historical events over time
- Facilitate the execution of classroom exhibits, museums, and presentations to provide creative opportunities while demonstrating mastery of content
 - Present reenactments, plays, and role-plays that apply student understanding of events and points of view in historical and present-day contexts
 - Model how to craft descriptive and historical reflections that bring the people and time periods they are studying to life
 - Present research projects through technology applications, such as Flipgrid, Google Slides, Jamboard, PowTOON, and WeVideo
- Develop research skills to reinforce content and dig deeper into topics
 - Interact with primary resources as historical evidence to understand the people and time periods being studied
 - Hone students' geography skills utilizing map activities
- Bridge students' awareness of their place in the world as it progresses from neighborhoods, communities, cities, states, and countries, to the interconnected global world
 - Instill a consciousness in students to practice citizenship in their own community by supporting needs such as hunger, recycling, and donation of clothes

Science

- Provide students with a rigorous curriculum that meets the Next Generation Science Standards (NGSS) based on the Framework for K-12 Science Education and developed by the National Research Council
 - Guide students to develop an understanding of the three disciplinary core ideas (content), scientific and engineering practices, and cross-cutting concepts in the following domains:
 - physical sciences, life sciences, earth and space sciences, biology, chemistry, and physics
- Conduct investigations by using the FOSS 3rd edition-Next Generation kits and Mystery Science
- Apply scientific method to explore and discover new products and ideas; students learn to form questions, research, hypothesize, gather and analyze information and draw conclusions for their data
- Engage in the 8 science practices throughout the disciplines, which help students understand how science knowledge develops and how scientific investigation and inquiry are supported:
 - Ask questions and define problems for further exploration

- Develop and use models to represent abstract concepts
- Plan and carry out investigations and learn to fine-tune their research methods
- Analyze and interpret data so as to bring out their meaning and relevance in scientific inquiry
- Use mathematics and computational thinking and merge the two fields of science and engineering
- Construct explanations for scientific phenomena and design engineering solutions under specific constraints and criteria
- Engage in argument, using evidence to defend a new idea
- Read, interpret, and produce scientific and technical text as a fundamental practice in our science instruction
- Encourage students to use a variety of ways to present their research, including through writing, making models, and use of technology
 - Students perform in plays that integrate science: *The Garden Show* (1st grade), *Extinct is Forever* (2nd grade), *Vacation on Mars* (3rd grade), *Geology Rocks* (4th Grade), and *Internal Organs* (5th grade)
 - Students present findings in investigation reenactments through Flipgrid, Google Slides, and Jamboard

Technology

- Provide digital citizenship lessons with emphasis on responsibility, internet safety, and online privacy
- Ensure that all 3rd-5th grade students receive regular practice on the ELA and Math Interim Block Assessments (IAB) on the same platform as the state SBAC test administered in the spring
- Connect the computer instructor and testing coordinator to prepare devices for SBAC and IAB assessment and to trouble shoot during interim assessments and standardized testing
- Incorporate technology and blended learning into all areas of the curriculum
- Allow students to demonstrate creative thinking to develop innovative products and processes using technology
- Guide students to use digital media to communicate and work collaboratively
- Teach students to apply digital tools to gather, evaluate, and use information
- Help students apply their critical thinking skills to plan and conduct research
- Provide technology instruction for primary students with a focus in the following areas:
 - Mastery of basic keyboarding skills (function of various keys, speed and accuracy, using the home keys)
 - Basic internet research skills, safety, and responsibility
 - Introduction to tables and spreadsheets
 - Introduction to basic Word processor skills
 - Introduction to email (in 3rd grade - students email only students within their grade level through the Computerwise program)
 - Introduction to creating informative presentations
 - Multimedia presentation and movie project
 - Stop motion animation
 - Introduction to Scratch Programming

- Provide technology instruction for upper grade students with a focus in the following areas:
 - A 1-to-1 Chromebook program that incorporates the best practices of a traditional program with a modern, blended learning approach
 - Google Classroom – LMS implementation
 - Collaborative work through Google Apps for Education – Drive, Docs, Sheets, Slides, etc.
 - PowTOON, Prezi, and Animoto – alternative presentation tools
 - Student films – screenplay writing, digital storyboard creation, and video/sound editing
 - Coding Club – basic syntax, language specific, game-based learning
 - Digital portfolios
 - Weebly and Google Sites – website development
 - Sphero coding program
 - VEX Robotics

Visual and Performing Arts

- Music
 - Teach students to process, analyze, and respond to sensory information through the language and skills unique to music
 - Apply instrumental musical skills using class sets of instruments and portable keyboards
 - Expose students to a wide-ranging variety of recorded music for listening and to develop an appreciation of music and an understanding of the historical contributions of music
 - Allow students to apply what they learn in music across subject areas
- Theatre
 - Provide opportunities for students to express themselves and demonstrate core curriculum knowledge on the classroom stage
 - Perform curriculum-based plays published by Bad Wolf Press, as well as original plays written by staff members
 - Learn from the traveling theater teacher as she models lessons on the 6 elements of drama with groups of students
 - Encourage students to apply theatre skills to literature, science, and social studies
- Visual Arts
 - Deliver content using the Art Express and Arts Attack series
 - Expose students to cross-cultural artistic masters and encourage them to both recognize and emulate their form
 - Provide opportunities for students to practice art in the classroom, in our Art Studio, and outdoors
 - Learn from the traveling art teacher as she models lessons on the 7 elements of art with groups of students
 - Use our state-of-the-art kiln to finish students' clay sculptures
 - Encourage students to apply visual arts skills across other subject areas
- Dance
 - Give students opportunities to develop movement skills, emphasizing the elements of time and space

- Encourage students to create and communicate meaning through the performance of dance
- Provide opportunities for 4th and 5th graders to learn and perform historically relevant dances by participating in ballroom dance instruction
- Encourage students to apply what they learn in dance to learning across subject areas
- Graphic and digital arts
 - Create and combine words, symbols, and images to communicate a visual representation of ideas

Health and Physical Education

- Foster students' foundation of health utilizing a variety of materials that include state adopted texts such as *Health and Wellness* by Macmillian/McGraw-Hill across grades K-5 to meet and exceed the CCSS
 - Assist students in uncovering how the three parts of health (mental/emotional, physical, social/family) are interconnected and contribute to overall well being
- Social-emotional health
 - Evaluate the effect of how the six pillars of character implemented school wide contributes to a school culture of social responsibility
 - Continue reinforcement of character through a rotating focus and awards at monthly assemblies
 - Supplement further character education with information obtained from programs such as Second Step and anti-bullying program
 - Empower students' conflict resolution skills by communicating with I-messages
 - Inspire and call students to be active leaders in contributing to environmental health
- Restorative Justice
 - Encourage the school community to work cooperatively and constructively with conflict before it escalates and build a positive environment
 - Provide Circles and Individual Conferences to address behavior and include preventive measures, which build social skills
 - Empower students to respond to conflict and make things as right as possible for all involved
 - Hold the harmed and the harmer accountable to recognize harm, repair wrongdoing, and create trust within the community
- Healthy choices & risk management
 - Judge how healthy behaviors and risk behaviors are beneficial or detrimental to personal health and safety
 - Examine how the practice of healthful behaviors helps to reduce the spread of communicable and preventable diseases
 - Discern how healthy food choices contribute to physical growth and impact mental/emotional health
- Physical health
 - Commemorate the global impact of physical fitness in annual school-wide Olympics
 - Celebrate existing physical education program with the annual, week-long celebration of physical fitness (Fitness Week), which involves an opening

ceremony, a myriad of daily physical fitness activities, guest speakers, class banners and T-shirts, Commit to Be Fit Health Contracts, Healthy Eating Contracts, and a school-wide closing ceremony

Innovative Curricular Components of the Program

Among the innovative practices at Welby Way, our Digital Curriculum provides opportunities for students to practice innovativeness and creativity. Our conflict resolution approach at Welby Way also adds to the progressive methods we espouse.

- VEX Robotics is a program where students work together to design, construct, and program a robot to complete a specific challenge. Students combine 21st century skills of collaboration and communication and problem-solving strategies in order to be successful.
- Sphero is a program where students use a coding language to control a Sphero robot. The project involves building a maze and coding the Sphero to follow successfully follow the path of the maze. Students learn to modify speed and directionality and practice engineering skills as well.
- Project-based learning activities bring world problems to the classroom, as students approach science, technology, engineering, art, and mathematics through research, problem-solving, and discovery.
- Restorative Justice empowers students to resolve conflicts and repair harm that has been done, shifting the focus from rule-breaking and consequences.
 - Builds accountability and community in peer-mediated small groups.
 - Provides meaningful opportunities for students to develop self-discipline and positive behavior in a safe and supportive environment.
 - Emphasizes community building and restores relationships.
 - Restorative practices promote and strengthen positive school culture.
 - Promotes values and principles that are inclusive and collaborative, feeding into a positive school culture and climate.

Intervention Programs

In order to ensure success for all our students, intervention and enrichment are key to the program at Welby Way.

In the area of intervention, Welby Way has a Tier 2 intervention program called the Hive, where the Intervention Coordinator and two credentialed teachers collaborate to design and provide intensive, targeted intervention support in the form of both pull-out and push-in models. The purpose of our Tier 2 interventions is to close the achievement gap and reduce the risk of academic struggles, scaffolding for universal access and facilitating the success for all our students. Students are referred to the Hive based on progress monitoring data and teacher observations. Hive students receive targeted instruction using a variety of supplemental programs which reteach and reinforce grade level skills taught in class.

In addition to the Hive, Welby Way also offers after school intervention throughout the year. Our classroom teachers work with small groups of five to eight students, with similar skills deficits, and they receive intense instruction to close that skills-based gap.

The mission and purpose of both the Hive and our after-school intervention program is to provide prevention and intervention, design and individualize intervention curriculum for the needs of our diverse students, and monitor all student progress. The goal of all our intervention is to raise student achievement.

Enrichment Programs

Enrichment programs at Welby Way are an important part of our school's mission in meeting the needs of all our students. Part of the way we nurture individuality, creativity, and growth in every aspect is through some of our enrichment programs.

- Student Council is a cross-grade representative structure where 3rd-5th grade students can develop their voice and become involved in school community issues, such as spirit days, campus beautification events, and community service projects (such as recycling and food drives). Student Council elections are held in the fall, and fourth and fifth graders are permitted to run for various officer positions. Meetings are held monthly by two sponsoring teachers.
- Cross-Age Reading Buddies: Upper grade students are paired up with primary students to offer mentorship through weekly meetings. During these meetings, the students read together to promote literacy and a love of reading. These buddy times promote a sense of connection within a large school community.
- Ballroom Dance is offered to 4th and 5th grade students, where they are taught the art of coordination, rhythm, and technique through traditional dances such as the waltz, swing, salsa, tango, cha cha, and more. They conclude a year-long of learning dance choreography and practicing healthy behavioral patterns in a dance competition with dancers from neighboring schools.
- Music and Music theory is taught by a specially-trained music teacher who promotes a love of music and the mathematical aspect of music. Melody, harmony, scales, consonance/dissonance are all a part of the music education that our Welby Way students receive.
- Afterschool enrichment classes are also available for all students. Topics of study include: science, music, culinary arts, orchestra, sports, visual arts, performing arts, biology, chemistry, etc.
- Below is a schedule of our enrichment programs in a typical year. Throughout the year, Welby Way students participate in a variety of enrichment activities that offer kinesthetic learning opportunities, digital experiences, and exposure to the arts, both visual and performing.

Master Schedule of Enrichment Programs Available for Every Child 2019-2020

	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher 30	PM 9:20-9:50 <small>SEP</small>	L 11:15-11:45	CWK 11:00-11:30	PE 10:40-11:10 MG 1:00-1:40	
Teacher 1	PM 9:20-9:50			MG 8:30-9:00 PE 10:40-11:10	CWK 9:30-10:00
Teacher 31	PM 9:20-9:50			MG 9:05-9:35 PE 10:40-11:10	CWK 9:00-9:30
Teacher 2	PM 8:10-9:10	CWK 8:30-9:15 L 10:45-11:15		MG 9:45-10:15 PE 11:15-11:45	

Teacher 6	PM 8:10-9:10		CWK 11:30-12:15	MG 10:40-11:10 PE 11:15-11:45 L 1:00-1:30	
Teacher 5	PM 8:10-9:10		CWK 1:45-2:30	PE 11:15-11:45 MG 1:45-2:25	L 1:30-2:00
Teacher 7	PM 8:10-9:10 CWK 10:45-11:30		PE 10:40-11:10	MG 11:45-12:15	L 11:15-11:45
Teacher 8	PM 8:10-9:10 CWK 11:30-12:15	L 8:45-9:15	PE 11:15-11:45	L 8:45-9:15 MG 11:10-11:40	
Teacher 12	MT 9:10-9:40 PE 11:15-11:45		PM 8:10-9:10 SD 1-1:45 or 1:45-2:30	CWK 8:15-9:00 L 2:00-2:30	A 12:15-1:05
Teacher 11	MT 9:10-9:40	CWK 11:30-12:15	PM 8:10-9:10 SD 1-1:45 or 1:45-2:30	L 10:45-11:15	A 9:15-10:10 PE 10:40-11:10
Teacher 16	MT 9:40-10:10 PE 11:15-11:45	L 8:15-8:45	PM 8:10-9:10 SD 1-1:45 or 1:45-2:30		CWK 11:30-12:15 A 1:15-2:15
Teacher 22	CWK 9:30-10:15		PM 8:10-9:10 SD 1-1:45 or 1:45-2:30	L 8:15-8:45	A 8:15-9:05 PE 11:15-11:45 MT 1:00-1:30
Teacher 23	MT 9:40-10:10		PM 8:10-9:10 SD 1-1:45 or 1:45-2:30	L 11:15-11:45	PE 11:15-11:45 CWK 1:45-2:30 A 1:15-2:15
Teacher 32			PM 8:10-9:10 SD 1:00-1:45 L 2:00-2:30	CWK 1:45-2:30	A 8:15-9:05 PE 10:40-11:10 MT 1:00-1:30
Teacher 33	PE (3) 10:40-11:10	L 1:00-1:30	PM (2) 8:10-9:10 SD 1-1:45 or 1:45-2:30	PM (3) 8:10-9:10 CWK 1:00-1:45	A 9:15-10:10 PE (2) 10:40-11:10 MT 2:00-2:30
Teacher 9	L 10:35-11:05	PE 11:15-11:45	MT 9:40-10:10 *CWK 1:00-1:45	PM 8:10-9:10	
Teacher 10	*CWK 8:15-9:00 L 10:35-11:05	PE 11:15-11:45	MT 9:40-10:10	PM 8:10-9:10	
Teacher 15		*CWK 9:30-10:15 PE 10:40-11:10	L 1:00-2:00	PM 8:10-9:10	MT 11:00-11:30
Teacher 24		PE 10:40-11:10	*CWK 8:15-9:00 L 1:00-2:00	PM 8:10-9:10	MT 11:00-11:30
Teacher 38	L 8:15-9:15 PE 10:40-11:10		MT 11:15-11:45	PM 8:10-9:10	MT 11:45-12:15 *CWK 1:00-1:45
Teacher 39	L 8:15-9:15 PE 10:40-11:10 *CWK 1:45-2:30			PM 8:10-9:10	MT 11:45-12:15
Teacher 18		PM 8:10-9:10 L 12:15-1:00	MT 9:10-9:40	BD 11:05-11:50	PE 9:20-9:50 CWK 12:15-1:00
Teacher 28	MT 11:00-11:30	PM 8:10-9:10 *CWK 12:20-1:05	PE 9:20-9:50 L 10:15-10:45	BD 9:05-9:50	A10:35-11:25
Teacher 17	MT 10:15-10:45	PM 8:10-9:10 L 12:15-1:00	*CWK 9:05-9:50	BD 10:15-11:00	PE 9:20-9:50
Teacher 13		PM 8:10-9:10 *CWK 10:15-10:45	MT 8:40-9:10 PE 11:00-11:30	BD 8:15-9:00	A 8:15-9:05 L 1:00-1:30
Teacher 20		PM 8:10-9:10	PE 9:20-9:50 MT 10:15-10:45	BD 12:15-1:00 *CWK 10:45-11:30	A 12:15-1:05 L 2:00-2:30
Teacher 25	*CWK 1:00-1:45	BD 9:05-9:50	L 11:00-11:30 MT 12:20-12:50	PE 9:20-9:50	PM 8:10-9:10 A 12:15-1:05
Teacher 19	MT 1:30-2:00	BD 8:15-9:00	*CWK 10:15-11:00	PE 9:20-9:50 L 1:30-2:00	PM 8:10-9:10 A10:35-11:25
Teacher 26		BD 12:15-1:00	MT 2:00-2:30	PE 9:20-9:50	PM 8:10-9:10 L 9:15-9:45 *CWK 10:15-11:00 A 1:15-2:15
Teacher 27	MT 2:00-2:30	PE 9:20-9:50 BD 10:15-11:00		L 9:15-9:45 *CWK12:15-1:00	PM 8:10-9:10 A 10:35-11:25
Teacher 14		PE 9:20-9:50 BD 11:05-11:50		*CWK 9:05-9:50	PM 8:10-9:10 A 9:15-10:10 L 10:45-11:15 MT 1:30-2:00

PM=Psychomotor, CWK=Computer, MT=Music Tejada, MG=Music Gardner, BD=Ballroom Dance, L=Library, A=Ar

Transitional Kindergarten

Charter School shall comply with all applicable requirements and District policy 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.

Transitional Kindergarten (TK) is year one of a two-year Kindergarten program. Students are eligible for the TK program based on Education Code requirements, if their fifth birthday falls between September 2nd and December 2nd (inclusive) and each school year thereafter (EC 48000[c]). Currently at Welby Way, our TK students are integrated with traditional kindergarten students in one classroom. TK provides an early childhood education program that builds a bridge between preschool years and traditional Kindergarten. With increasing academic demands and structure in Kindergarten, students in TK are provided with opportunities to gain familiarity with highly structured learning and basic readiness skills.

Our TK program provides children with an in-depth and well-planned classroom program that builds necessary social and academic skills. This creates familiarity and paves the way for success in the elementary school experience. The program is based on the California Kindergarten Common Core State Standards with focused instruction in Language Arts through the use of Benchmark Advance and other literacy and phonics programs. Math instruction emphasizes numeracy through the use of My Math, Cognitively Guided Instructional (CGI) strategies, daily calendar activities, and an introduction to Eureka Math. It also poses a strong emphasis on self-regulation and social engagement. Social Studies and Science are taught in accordance with LAUSD and state guidelines. The daily schedule includes whole group instruction and activities, small group instruction and independent and "hands-on" learning.

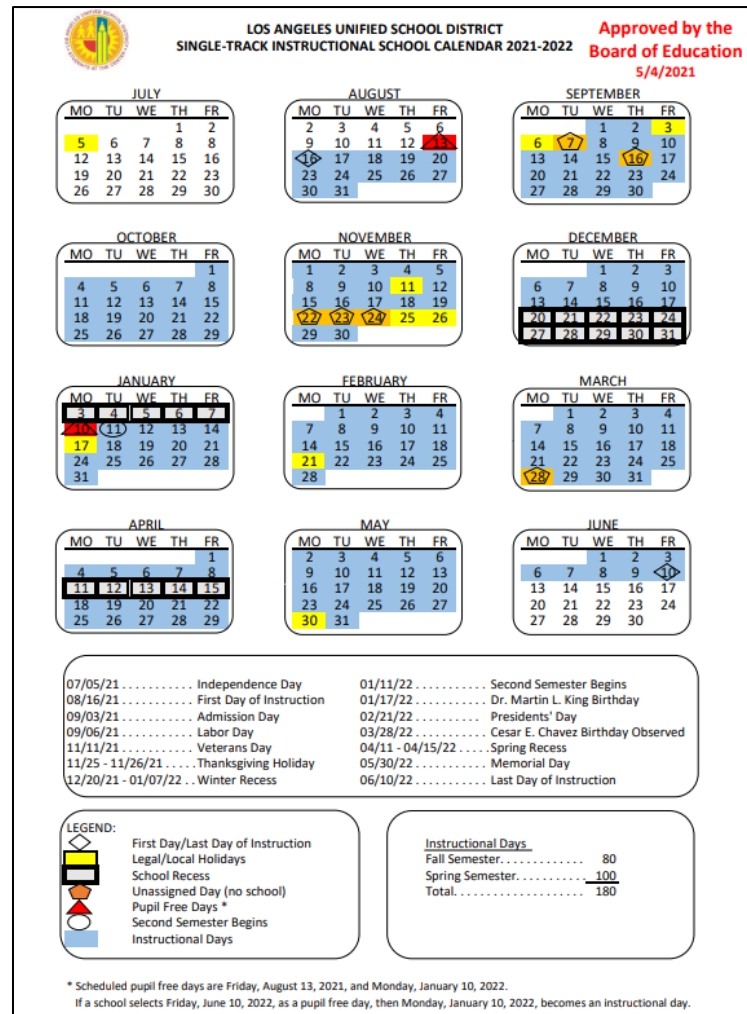
TK participates in all Welby Way academic and enrichment programs along with the Kindergarten classes. Activities are often differentiated and scaffolded so that TK students are able to access the content in a slightly more kinesthetic and interactive manner. This allows them to participate in and begin to acquire the necessary skills needed to matriculate to K level standards in the future. California TK Standards require that the curriculum be a "mirror version" of the Common Core Kindergarten Standards with similar content provided in a more developmental manner. Students are not expected to master Kindergarten curriculum but are exposed to the standards. This exposure creates a familiarity that increases confidence, enhances the skills base, and allows for frustration levels to decrease in most social, academic and artistic areas.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements

(CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

The Welby Way school year will operate on the LAUSD single track traditional calendar with 180 days of instruction composing the school year. All LAUSD school holidays will be observed as a typical traditional track elementary school.



Important Dates & Holidays

08/16/21 First Day of Instruction	1-17-2022	Dr. Martin L. King's Birthday
09/03/21 Admission Day	02-21-2022	Presidents' Day
09/06/21 Labor Day	03-28-2022	Cesar Chavez
11/11/21 Veterans Day	04/11-04/15/2022	Spring Recess
11/25 & 11/26/21 Thanksgiving Holiday	05/30/22	Memorial Day
12/20/21 thru 01/07/22 Winter Recess	06/10/22	Last Day of Instruction
01/11/22 Second Semester Begins		

Traditional School Week (Not during Remote Instruction): Welby Way students in grades TK-5 receive 324 instructional minutes on Monday, Wednesday, Thursday, and Friday. On Tuesday Banking Days, students receive 264 instructional minutes. Students receive 249 minutes on Minimum Days. The instructional schedule is designed to fulfill the California Ed Code minimum number of minutes, as set forth in E.C. 47612.5.

DAILY BELL SCHEDULE

Regular Instructional Days: Monday, Wednesday, Thursday, Friday

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Instructional Minutes
TK/Kindergarten	8:01	10:15	10:35	12:15	1:00	2:30	324
Grades 1-3	8:01	10:15	10:35	12:15	1:00	2:30	324
Grades 4-5	8:01	9:50	10:10	11:30	12:15	2:30	324

Professional Development Banked Day: Tuesday

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Instructional Minutes
TK/Kindergarten	8:01	10:15	10:35	12:15	1:00	1:30	264
Grades 1-3	8:01	10:15	10:35	12:15	1:00	1:30	264
Grades 4-5	8:01	9:50	10:10	11:30	12:15	1:30	264

Minimum Days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Instructional Minutes
TK/Kindergarten	8:01	10:15	10:35	--	--	12:30	249
Grades 1-3	8:01	10:15	10:35	--	--	12:30	249
Grades 4-5	8:01	9:50	10:10	--	--	12:30	249

Virtual Instruction Minutes (Synchronous & Asynchronous):

Grade Level/ Schedule	Daily Instructional Minutes	Minimum Number of Minutes of Asynchronous Minutes a Student Receives	Number of Minutes of Synchronous Minutes a Student Receives.
TK/K	180	60 Mins on Monday 90 Mins Tuesday-Friday	90-120 Minutes
1-3	230	90 Mins on Monday 110 Mins Tuesday-Friday	120-150 Minutes
4-5	240	90 Mins on Monday 120 Mins Tuesday-Friday	120-150 Minutes

Virtual Daily Schedule:

	Monday Start of the Day	Break 1	Break 2	Lunch	Dismissal
TK/Kinder	9:00-9:20 Morning Assembly 9:25 Instruction begins	10:15-10:20	NA	11:10-11:40	1:15
Grades 1-3	9:00-9:20 Morning Assembly 9:25 Instruction begins	10:15-10:20	11:10-11:20	12:05-12:35	1:15
Grades 4-5	9:00-9:20 Morning Assembly 9:25 Instruction begins	10:15-10:25	11:10-11:20	12:05-12:35	1:15

	Tuesday-Friday Start of the Day	Break 1	Break 2	Lunch	Dismissal
TK/Kinder	9:00 Instruction begins	9:45-9:55	10:40-10:50	11:35-12:05	1:25 Office Hours 1:25-2:45
Grades 1-3	9:00 Instruction begins	10:05-10:15	11:00-11:10	11:55-12:25	1:40 Office Hours 1:40-2:45
Grades 4-5	9:00 Instruction begins	10:15-10:25	11:10-11:20	12:05-12:35	1:50 Office Hours 1:50-2:45

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.
TK/K	Yes	132	324	38	264	10	249			180	36000	55290	19290
1	Yes	132	324	38	264	10	249			180	50400	55290	4890
2	Yes	132	324	38	264	10	249			180	50400	55290	4890
3	Yes	132	324	38	264	10	249			180	50400	55290	4890
4	Yes	132	324	38	264	10	249			180	54000	55290	1290
5	Yes	132	324	38	264	10	249			180	54000	55290	1290
6	No	NA		NA		NA				0	54000	0	-54000
7	No	NA		NA		NA				0	54000	0	-54000
8	No	NA		NA		NA				0	54000	0	-54000
9	No	NA		NA		NA				0	64800	0	-64800
10	No	NA		NA		NA				0	64800	0	-64800
11	No	NA		NA		NA				0	64800	0	-64800
12	No	NA		NA		NA				0	64800	0	-64800

The following is a comprehensive set of sample schedules for each grade level:

Transitional Kindergarten & Kindergarten:

TIME	SUBJECT	INSTRUCTIONAL MINUTES
8:01-8:15	Morning Business	14
8:15-10:15	Language Arts / Writing / Integrated ELD	120
10:15-10:35	Recess	
10:35-12:15	Math	100
12:15-1:00	Lunch	
1:00-2:00	Social Studies / Science / Health	60
2:00-2:30	Art / Music / Dance / Theater / Physical Education	30
2:30	Dismissal (Monday, Wednesday-Friday) and 1:30 Dismissal on Tuesdays	
	TOTAL	324

1st Grade - 3rd Grade:

TIME	SUBJECT	INSTRUCTIONAL MINUTES
8:01-8:15	Phonemic Awareness / Restorative Justice / Morning Journals	14
8:15-10:15	Language Arts / Integrated ELD	120
10:15-10:35	Recess	
10:35-12:15	Math	100
12:15-1:00	Lunch	
1:00-2:00	Social Studies / Science / Health	60
2:00-2:30	Art / Music / Dance / Theater / Physical Education	30
2:30	Dismissal (Monday, Wednesday-Friday) and 1:30 Dismissal on Tuesdays	
	TOTAL	324

4th Grade – 5th Grade:

TIME	SUBJECT	INSTRUCTIONAL MINUTES
8:01-8:15	Restorative Justice / Independent Workshop	14
8:15-9:50	Math	95
9:50-10:10	Recess	
10:10-11:30	Language Arts / Writing / Integrated ELD	80
11:30-12:15	Lunch	
12:15-1:00	Language Arts / Integrated ELD	45
1:00-2:00	Social Studies / Science / Health	60
2:00-2:30	Art / Music / Dance / Theater / Physical Education	30
2:30	Dismissal (Monday, Wednesday-Friday) and 1:30 Dismissal on Tuesdays	
	TOTAL	324

Mathematics Placement Act

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

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.

PROFESSIONAL DEVELOPMENT

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

Ongoing Professional Development and training are essential to the competence and overall effectiveness of all teachers and support personnel. At Welby Way, we dedicate the time and resources necessary to implement an effective professional development schedule, which will have the most positive impact on the achievement of our students.

Professional Development is built upon schoolwide needs and the interests of teachers and administration. The topics are aligned with the District's banking time Professional Development priorities and developed with the input of Welby Way's Instructional Leadership Team (ILT), which is comprised of general and special education teachers and administrators. The ILT will determine topics for Professional Development by the end of the school year, for the upcoming year, focusing on the areas of curriculum, technology, innovation, character education, intervention, English Language Learners, differentiation strategies, Special Education, and safety. All Professional Development topics and needs will be based on student data and the needs of our students and district initiatives. Areas of need will be determined through the analysis of data collected through student assessments, requirements of the District, effective practices for the Common Core State Standards and curriculum needs. The committee will then work to develop opportunities to address the identified Professional Development needs.

Professional Development sessions will include utilizing Welby Way teachers with varieties of expertise, as well as other experts and consultants from the District, local universities, or educational publishing companies. Professional Development may also include grade and cross grade level small groups, and after-school learning communities to explore ways to elevate teaching and learning. The ILT will work together to ensure flexibility and that Professional Development meets the needs of the teachers so they may better serve our students' needs.

In addition to learning and implementing research based instructional strategies, Professional Development will focus on helping our teachers provide a consistent curriculum with Great Minds/Eureka math, Lucy Calkin's Units of Study writing, FOSS Next

Generation Science Standards, reinforcing the foundational concepts of Habits of Mind, supporting students from all subgroups who need accommodations, and differentiation strategies, technology literacy, and promoting social/emotional and mindset growth.

Our commitment to continuous learning is unwavering. Our Professional Development and budget will be aligned with our students' needs, always basing our decisions on subgroup and whole school data. Both quantitative and qualitative assessments indicate that students are improving in all areas due to our belief that adult learning and reflection is critical to student growth.

Professional Development Topics for the first year of the Charter term may include:

- Cognitively Guided Instruction (CGI)
- FOSS NGSS Science
- Orton Gillingham (OG) and early literacy
- Discovery Education
- Blended Learning
- Project-based Learning
- English Language Development
- Social Emotional Learning
- Restorative Justice
- Differentiated Instruction
- Arts Integration

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Welby Way continues to work with English Learners to ensure they meet and/or exceed English Language proficiency and grade-level standards comparable to their fluent English peers. Our EL Coordinator oversees the EL program and ensures the Master Plan is followed and all accountabilities are met. Intervention is provided both during the day and after school, as needed, by teachers. Teaching Assistants are assigned to allow for small group, targeted instruction.

Welby Way will continue to implement LAUSD's English Learner Master Plan. Information regarding the Master Plan, program options, ELPAC (English Language Proficiency Assessments for California) Initial and Summative testing, California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC) testing, Common Core State Standards, California English Language Development (ELD) standards, program placement, parent meetings, and reclassification criteria will be communicated with parents in their primary language.

The Language Acquisition Team works to ensure teachers receive support in meeting the goals for each student. The team will meet with the students' teachers during the fall and spring semester to review progress, reclassification monitoring, and discussion strategies. All teachers will receive professional development regarding the ELD standards by utilizing the training modules provided by LAUSD.

Welby Way identifies English Learners based on the Home Language Survey upon enrollment. We utilize LAUSD's criteria for identifying and re-designating EL students. LAUSD's MiSiS computer software program is used to monitor student progress and re-designation. Using multiple measures of data, including ELPAC, SBAC, report card grades, and interim assessments, English Learner Rosters, and RFEPs are closely monitored. Our goals stated in the Local Control Accountability Plan (LCAP) for our EL students are reviewed by our staff and our Site Governance Councils annually.

Welby Way provides parents of English Learners with multiple opportunities to learn about the Master Plan's instructional program options to make informed decisions regarding their child's instructional placement. Structured English Immersion and Mainstream English programs are provided and taught by certified teachers. Master Plan Meetings are held in the Fall and Spring to inform parents on EL instruction.

In order to teach EL students, teachers utilize both Designated and Integrated ELD lessons to meet the current state ELD standards using ELPAC results to guide instruction. Teachers will instruct English Learners in how English works focusing on grammatical structures and vocabulary in order to successfully participate in academic tasks.

Concurrently, our English Learners will develop academic English within academic content across disciplines. A variety of SDAIE methods are used to meet the needs of our English Learners which include:

- Scaffolding
- Think-pair-share
- Collaborative learning groups
- Emphasis on learning vocabulary
- Use of visual aids
- Manipulatives
- Graphic organizers
- Thinking maps
- Emphasis on different multiple intelligences

A Language Acquisition Team (LAT) works to ensure teachers receive support in meeting the goals for each EL student. The team meets with ELD teachers twice yearly to examine growth/progress, reclassification criteria, and to answer any questions or address concerns that the teachers may have about the status of their students.

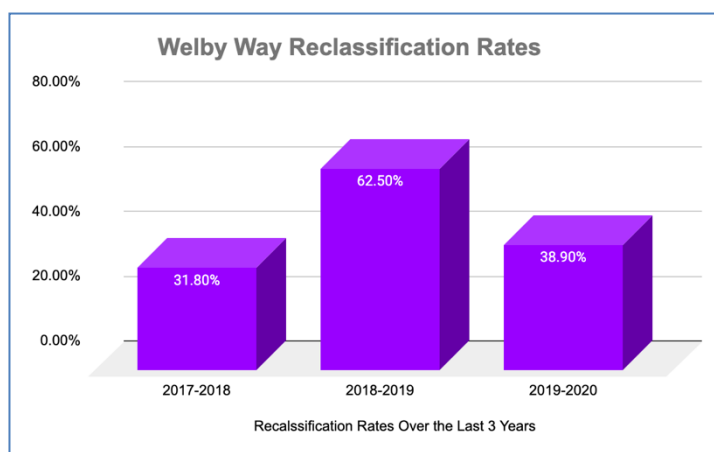
SSPT (Student Success and Progress Team) meetings are held twice a year to review the EL Monitoring Roster and the RFEP Monitoring Roster. Both groups of students' grades, DIBELS scores, SBAC scores if applicable, and ELPAC scores are examined. If there is an area of weakness, interventions are determined and put into effect to target the areas of need. The school has no LTEL students. An SSPT is held three times a year for each individual P-LTEL student to avoid them becoming LTELs. The SSPT, teachers, and

parents collaborate to create a plan for each P-LTEL, EL, and RFEP student with a need for intervention.

Because of our small English Learner population, every year we appoint one teacher at each grade level to be the designated teacher of our ELs, in order to follow Master Plan scheduling. We ensure that our teachers meet all criteria, are CLAD (Crosscultural, Language, and Academic Development) certified and qualified to teach English Learners. Designated and Integrated English Language Development time is a part of the classroom daily schedule. We offer professional development to improve instructional practices and monitor student progress to offer support as needed, both in grade level teams and through the SSPT and LAT. We also discuss each student's progress toward reclassification and work towards meeting those goals. Informational parent meetings are offered regularly to ensure timely dissemination of information.

Data shows that our work with EL students has been effective. The chart below shows that we have been able to continue to minimize the number of students who become Long Term English Learners (LTELs) and maximize the progression to reclassification at Welby Way. Our goal for English Learners that are identified in Kindergarten continues to be reclassification by the end of second grade and or the beginning of third grade. In 2018-2019, Welby Way had zero LTELs and in 2019-2020 there were a total of 2 LTELs who were in the district's English Learner Program for less than 4 years and not at risk. Based on this data, Welby Way's percentage of LTELs was well under the District's expected 22.2% of LTELs at an LAUSD school site.

Our EL Coordinator continues to work diligently to monitor and identify students who are ready for reclassification according to District protocols. All required monthly instructional online accountabilities set by the District are met and are in compliance to monitor students' readiness for reclassification. The SSPT and LAT teams meet at each grading period to monitor English Learner student progress. Welby Way has continued to exceed the District's reclassification goal of 17.3% in 2016-17, 20.6% in 2017-18, and 22% since 2018-2019.



Source: LAUSD MyData 2020

The ELPAC is given annually and the early literacy assessment, DIBELS, is given at least three times a year to monitor progress. The SSPT and LAT members review student work to ensure equal grading practices and data to monitor progress. Our plan to support our English Learners includes meeting with teachers of EL students to set goals and monitor student progress, discussing instructional practices that further support language acquisition, providing small group intervention within the classroom and in the Hive (Welby Way's intervention program), communicating with families to increase home support, targeting this subgroup for after-school intervention.

The charts below show the percentage of students that reclassified as well as how our English Learners have continued to show growth by scoring at either a Level 3 (Moderately Developed) or 4 (Well Developed) on the ELPAC each school year. Although the District's reclassification goal has increased in the past few years, Welby Way is consistently able to reclassify English Learners well before they culminate elementary school. For both the 2018-2019 and 2019-2020 school years, Welby Way successfully reclassified the percentage of EL students well above the district's expected 17.3%.

The process for annual evaluation of Welby Way's English Language program is ongoing throughout the school year. The instructional leadership team and Language Appraisal Team have regularly scheduled meetings in order to best determine the needs of our EL students. The following is monitored, analyzed, and addressed in order to measure the efficacy of our EL program:

- The English Learner progress is monitored through assessments like DIBELS three times a year, in order to make sure EL students are working towards English proficiency. EL students not making adequate progress are progress monitored and meet with intervention teachers to receive designated ELD instruction in small groups.
- SBAC scores and data are analyzed to measure growth for this student population.
- Teacher instruction and lesson observation tools are used to ensure that all students' needs are being met and that Integrated ELD and Designated ELD instruction are being implemented.
- Annual reclassification rates are used to determine goals for that particular year. Welby Way sets a goal to increase our reclassification rate and to maintain a 0% in the number of Long-term English Learners (English Learners who have not been reclassified after 5+ years).
- Summative ELPAC scores play an important role in the annual evaluation of our EL program. Each spring, English Learners take the English Language Proficiency Assessments for California (ELPAC), which measure their mastery of the English language. Results from the ELPAC are used to measure the English Learner's progress. The levels you can score are Level 4 – Well Developed, Level 3 – Moderately Developed, Level 2 – Somewhat Developed, and Level 1 – Minimally Developed. Our goal is to have most or all of our EL students score at a Level 4 in order to reclassify.
- Once students reclassify and become RFEP, we continue to monitor their progress, in order to ensure that they are successfully accessing the curriculum and showing academic growth in all content areas.

EL Reclassification Rate: Comparison to State
(Source: LAUSD MyData)

School Year	Number of EL Students	Number of Students Reclassified	Reclassification Rate	School to State Comparison
2018-2019	16	10	62.5%	Higher
2019-2020	18	7	38.9%	Higher

ELCAP Levels 3 and 4: Comparison to State
(Source: LAUSD MyData)

School Year	ELCAP Participation Rate	Student English Language Acquisition Rate: <u>Level 3</u>	Student English Language Acquisition Rate: <u>Level 4</u>
2018	N/A	N/A (Comparison to State: 42.9%)	N/A (Comparison to State: 5.3%)
2019	100%	16.7% (Comparison to State: 34.6%)	83.3% (Comparison to State: 30.6%)

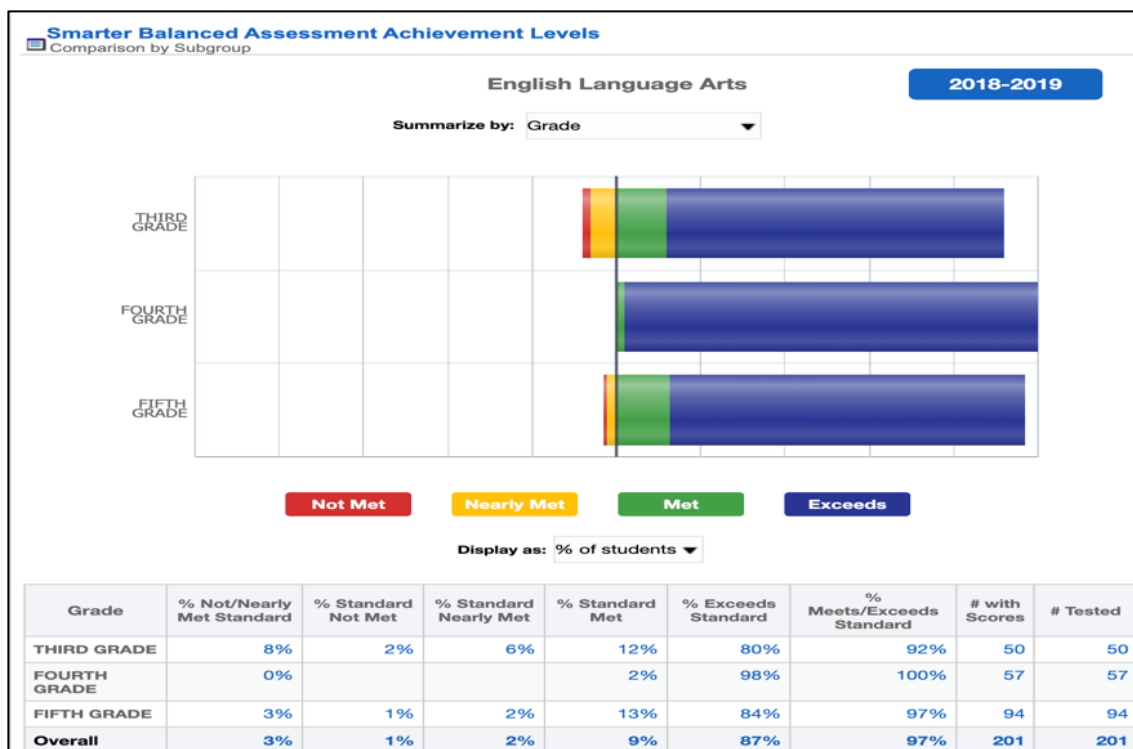
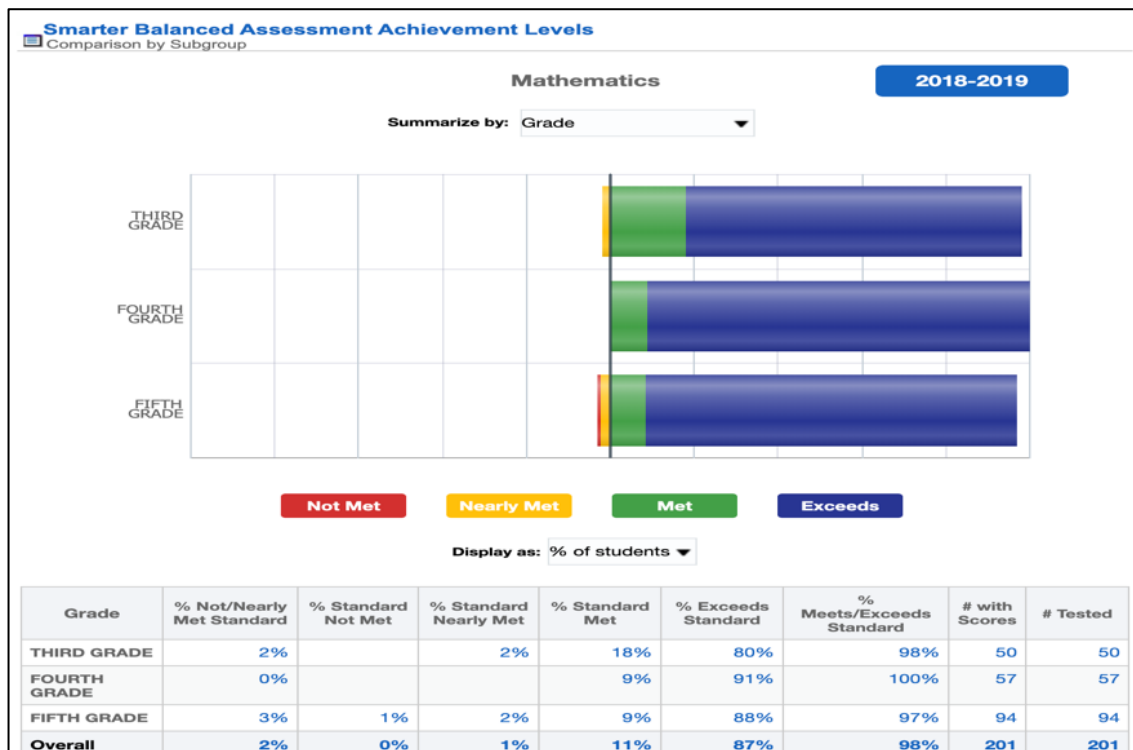
Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

At Welby Way, many students demonstrate higher level thinking skills and the ability to achieve beyond grade level standards, as is evidenced by the fact that over the last three years an average of 24% of our Affiliated Charter and Magnet student population was identified as gifted and talented in the intellectual category, while a number of students were identified gifted in the visual arts and performing arts categories. Students are identified gifted in the high achievement category in the second grade with the OLSAT-8 test. The OLSAT-8 is a nationally standardized, norm referenced, group administered assessment related to a student's ability to learn and succeed in school. Students are assessed in the verbal category, such as verbal comprehension and verbal reasoning, and non-verbal category including pictorial reasoning and figural reasoning. LAUSD is in the process of determining scores on the SBAC test which will constitute gifted identification.

Additionally, students who demonstrate advanced abilities are referred by the classroom teacher to the gifted coordinator for intellectual testing. A screening committee made up of the principal, magnet coordinator, and teacher(s) will discuss the potentially gifted student and decide if they would benefit from being tested by the district's school psychologist. Teachers are asked to submit the names of students throughout the school year. Third grade teachers begin the referral process to ensure that students will be identified before

they leave Welby Way and are ready for middle school. As an affiliated charter school, Welby Way will complete a fee for service form to be sent to the Charter Schools Division for approval and then to the LAUSD GATE office for screening.



(Source: LAUSD MyData 2019)

Each year when the GATE evaluation is submitted to the LAUSD Gifted and Talented office, schools are asked to answer the following 5 questions:

- Is at least 6% of the school's current total population identified as gifted?
- Is at least 6% of the school's current African American Population identified as gifted?
- Is at least 6% of the school's current Latino Population identified as gifted?
- Does the school wide gifted identification proportionately reflect the demographics of the school?
- Are students in all ethnic subgroups actively screened and referred for gifted identification?

To exemplify our referrals and identifications of gifted students, the following graph shows our total population and percentage of which are identified as gifted for the school years 2017-2018 and 2019-2020:

	Total School Population	Total Gate Identification	% Gifted of Total Population
2017-2018	813	194	23.9%
2018-2019	811	202	24.9%
2019-2020	788	195	24.7%

(Source: LAUSD MyData)

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

Welby Way emphasizes higher-level thinking skills by providing students with many opportunities to study the core curriculum with increased depth, complexity, and novelty. Classroom differentiation allows for individualized extensions of the curriculum, creative problem-solving activities, and acceleration and compacting of the curriculum when appropriate. Students are encouraged to demonstrate their learning in creative and innovative ways which reflect the 21st century learner. Technology is used to help extend the curriculum with classroom computers, projectors, Apple TV devices, and a computer lab. Students in Grades 3rd-5th have one-to-one Chromebooks, students in Grades 1-2 have one-to-one iPads, and students in Transitional Kindergarten and Kindergarten classrooms have 6 shared iPads. Additional higher-level learning opportunities include Algebra classes, independent and small group projects and investigations, and independent subject groups, wherein students work with challenging and above grade

level materials. Students also have opportunities to compete in competitions like the Math Olympiad and The Odyssey of the Mind.

Student progress in the GATE program is assessed on an annual basis using LAUSD assessment tools. The administrator, GATE Coordinator and individual teachers monitor the progress of students who achieve academic growth above grade level. Assessment measures such as DIBELS (Reading), Benchmark (Reading Comprehension), Edulastic (Math), and Smarter Balanced IAB (Interim Assessments in Reading and Math), and student work are used to monitor those who are working above grade level. SBAC scores are also analyzed to determine whether our gifted students are making adequate progress. In 2019, 97% of our 201 identified gifted students in grades 3rd-5th achieved Met/Exceeds standards in ELA and 98% achieved Met/Exceeds standards in math. This data indicates our progress monitoring of gifted learners has been successful.

Students Achieving Below Grade Level

Students achieving below grade level are identified by using multiple measures including: classroom assessments, anecdotal records, teacher observations, benchmark rubrics and checklists, Accelerated Reader assessments, DIBELS, Edulastic Math, CORE reading assessments, and District interim assessments for reading, writing, and math. The Smarter Balanced Assessment data and the 5th grade California Science Test (CAST) are used for summative data. Formative assessments listed above occur several times a year to gauge progress and inform instruction. The summative assessments occur once a year. In addition, the ELPAC is given annually to all English Learners.

Multiple interventions are provided including:

- Consistent, cohesive first teaching rooted in research-based strategies
- Small group intervention in the class with the teacher and the assistant
- Student Support and Progress Team
- The Hive, Welby Way's Tier 2 intervention program
- After-school tutoring
- Attendance counseling and services coordination
- Parent Workshop sessions
- School-based counseling services

Data from these different assessments is collected and analyzed by the teacher, grade level, and the ILT. Once identified, students not achieving grade-level standards are given differentiated, targeted instruction in the classroom tailored to their needs. Teachers and Teachers Assistants (TAs) provide small-group and individualized pre- teaching and re-teaching. Multiple modalities of instruction are utilized to tap into the student's learning style. After-school tutoring is budgeted annually and provided as needed.

Parents are provided current information within the first couple of weeks at the start of each school year, and they receive regular updates throughout the year regarding their child's progress towards meeting the grade level standards. Parent workshops and classes are provided each year to help parents be our partners at home. Additional materials and resources are provided for students to use at home, if needed, as well as providing

students and parents' access to our school's library and computer lab after school with an assistant to guide students with homework and research.

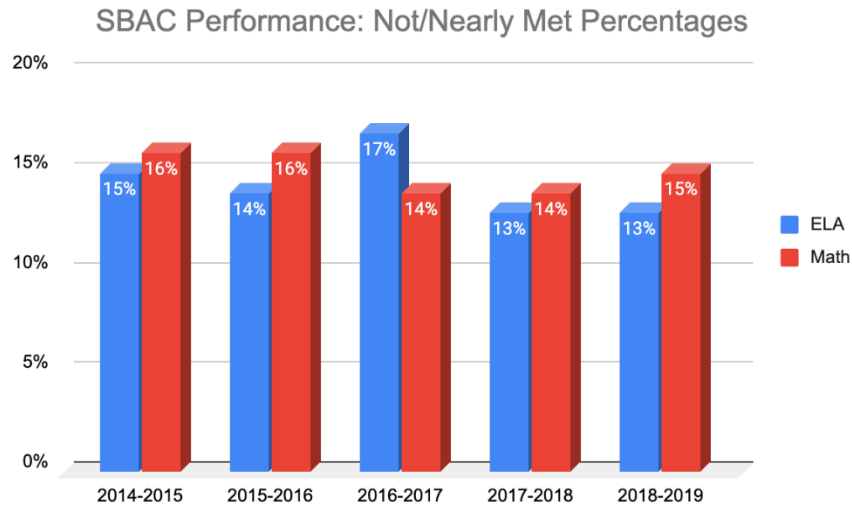
Students receive specific, concentrated instruction in their identified areas of need. Teachers address the needs of students not yet proficient with the use of quality first teaching and the three-tiered approach to intervention. This approach includes Tier 1: Core Curriculum and Instruction, Tier 2: Strategic or Supplemental Instruction and Intervention, and Tier 3: Intensive Instruction and Intervention. Strategies may include individual, pair, and small group instruction, pre-teaching and re-teaching of curricular content, repetition, additional time and practice to grasp concepts, different modalities to teach the material and have the students express their knowledge, and additional resource materials. These instructional strategies, along with the reflective model, are implemented with high intensity, duration and frequency as needed. Two limited contract intervention teachers and equivalent support staff work directly with classroom teachers to provide in-class support and intervention outside of the classroom as a part of Welby's Learning Center, The Hive. In our Learning Center, students work in small groups with a credentialed teacher and Teacher Assistant to target the specific gaps. The instruction in the Hive is always grade-level standards-based, but the material is scaffolded and broken down for further exploration, note-taking, close reading, explanation, discussion, and manipulation. Additionally, students may receive support from intense after school tutoring by our teachers when necessary, which is planned for annually as part of the Charter Block Grant budget.

The Student Progress and Support Team (SSPT) meetings are held with the classroom teacher, parents, peer teacher(s) and an administrator or designee. Together the team gathers information, identifies needs, and creates a plan to help the student access the curriculum successfully in the classroom. The plan is then shared with all parties involved in assisting the student. The steps outlined in the SSPT action plan are monitored closely and reevaluated in 2-3 months to gauge effectiveness towards student success.

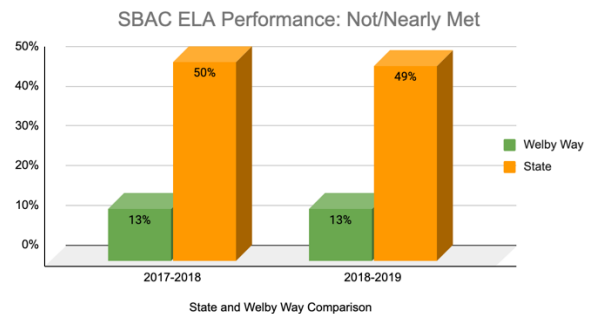
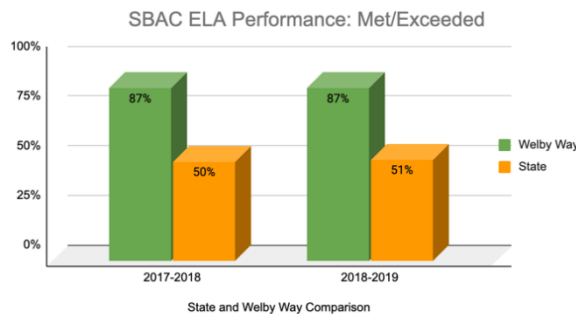
Since regular attendance is critical for student success, the Pupil Services and Attendance Counselor (1 day per week), works closely with our students who are at- risk or below benchmark for attendance. Parents are counseled on the importance of regular attendance and families are connected with District and local services to assist with alleviating the reasons which may be causing absences and the loss of instruction.

In addition, Welby Way strives to provide intervention not only for the academic needs, but for the social-emotional needs of the children. Students who are dealing with a variety of emotional issues including loss, depression, anxiety, loneliness, or feelings of anger are referred for private one-on-one or group counseling led by either a Psychiatric Social Worker (PSW) or our school-based District psychologist, whom we purchase an additional 3.5 days a week with the Charter Block Grant for the purpose of providing school-based counseling for at-risk students.

As a result of our intensive intervention programs, Welby Way has steadily decreased the number of students performing at % Not Met or Near Met Standard on the Smarter Balanced Summative Assessments (SBAC) over a period of 5 years (*Source: LAUSD MyData*).



In comparison to the state for the areas of Nearly Met and Not Met Standards, Welby Way performed far above the state's average. For ELA, Welby Way exceeded the state percentage by 37% in 2017-2018 and 35% in 2018-2019 (*Source: LAUSD MyData*).

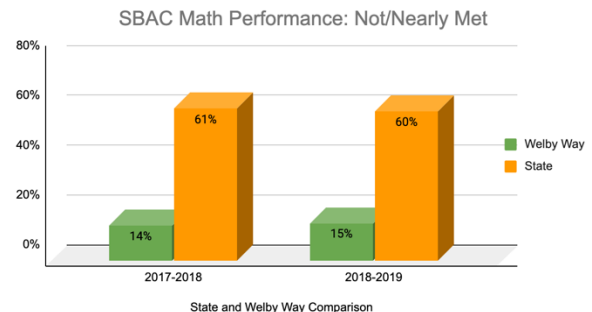
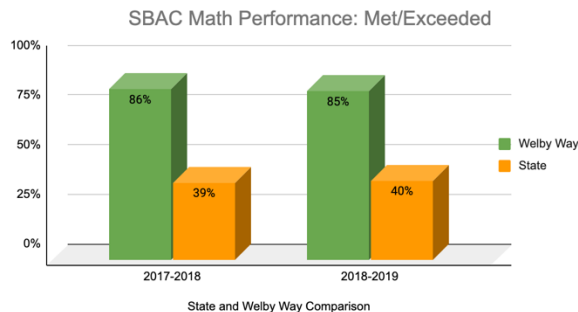


Smarter Balanced Assessment Data: ELA (Comparison to State)

	WELBY WAY % Met or Exceeded (Mathematics)	STATE % Met or Exceeded (Mathematics)	WELBY WAY % ABOVE STATE % Met or Exceeded (Mathematics)	WELBY WAY % Not Met or Nearly Met (Mathematics)	STATE % Not Met or Nearly Met (Mathematics)	WELBY WAY % ABOVE STATE % Not Met or Nearly Met (Mathematics)
2017-2018	87%	49%	+38%	13%	50%	+37%
2018-2019	87%	51%	+36%	13%	48%	+35%

Source LAUSD MyData, caaspp.cde.ca.gov, California Dashboard

For Math, Welby Way exceeded the state percentage by 46% in 2017-2018 and 44% in 2018-2019 (*Source: LAUSD MyData*). Intervention programs and supporting students who are not reaching standards is key to fostering student achievements and academic growth. The data demonstrates how Welby Way is successfully targeting students in need of intervention support.



Smarter Balanced Assessment Data: Math (Comparison to State)

	WELBY WAY % Met or Exceeded (Mathematics)	STATE % Met or Exceeded (Mathematics)	WELBY WAY % ABOVE STATE % Met or Exceeded (Mathematics)	WELBY WAY % Not Met or Nearly Met (Mathematics)	STATE % Not Met or Nearly Met (Mathematics)	WELBY WAY % ABOVE STATE % Not Met or Nearly Met (Mathematics)
2017-2018	86%	38%	+48%	14%	60%	+46%
2018-2019	85%	39%	+46%	15%	59%	+44%

Source: LAUSD MyData, caaspp.cde.ca.gov, California Dashboard

Our sustained effort to close the achievement gap can be evidenced in our recent Smarter Balanced Summative Assessments (SBAC) scores from the Spring of 2019, where our students scored far above the state's average.

The growth in both 2018-19 ELA and Math scores for the SWD subgroup is a direct result of the after-school Tier 2 intervention program provided last year for an intensive 4 months, taught by two NBC teachers.

Smarter Balanced Assessment Data for Students With Disabilities:

	2017-2018	2018-2019	Change
SBAC ELA	41%	54%	+13%
SBAC Math	44%	57%	+13%

Source: LAUSD MyData, caaspp.cde.ca.gov, California Dashboard

In order to maintain the growth, we continue to offer targeted instruction in Language Arts, focusing on Standard English Learner (SEL) and EL strategies. In addition, we have shifted the hours of our Hive teachers (Tier 2 pull-out/push-in) to provide more targeted math instruction after school, in place of pushing in during Tier 1 whole class instruction. Our grade level teams meet regularly, during psychomotor, Tuesday Banked Time meetings, and after school to analyze data and small group instructional strategies. We have delved into CGI math strategies and analyzed data as a part of our Early Literacy and Language Program to better gather student misconceptions and gaps in learning.

Socioeconomically Disadvantaged Students/Low Income Students

With 19.9% of students identified as socioeconomically disadvantaged (SED), Welby Way strongly believes in supporting this at-risk population. Students are identified through the family's qualification for the free and reduced meal program. Welby Way ensures that all students are provided with equal opportunities by providing all students with:

- Enrichment arts instruction, including ballroom dancing (4th and 5th) and weekly music instruction
- PE assistants to help teachers help their students develop an understanding of nutrition, fitness, and skill
- Direct instruction of social skills in the classroom
- Group or individual counseling from a PSW or school psychologist
- Mentor program to provide additional teacher support throughout the year
- Parent workshops to provide no-cost support and education for parents to help their children achieve academically, socially, and emotionally
- Field trips and experiential learning
- Scholarships to after school enrichment programs
- Assistance with books, materials, and supplies

In the past three years at Welby Way Affiliated Charter School, 74% of these students scored in the Met or Exceeded range on the ELA assessment of the SBAC in 2018, in comparison to 38% in the state. In Mathematics, 83% scored in the Met or Exceeded range. This compares to 39% in the state achieving the same proficiency level. Our students in this subgroup have made significant progress, and Welby Way is committed to dedicating resources to help our students in this subgroup succeed. The administrator and classroom teachers collaborate to monitor the progress of our socioeconomically disadvantaged students by regular classroom assessments, monitoring basic needs, and communication with families. Welby Way works with families to ensure that students are identified and receive all relevant services (free or reduced price meals, financial aid to all school events, counseling services, etc).

	# of Students	ELA	Math
2016-2017	76	74%	71%
2017-2018	77	74%	74%
2018-2019	75	83%	79%

Source: LAUSD MyData, caaspp.cde.ca.gov, California Dashboard

Students with Disabilities

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools.

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

a. General Requirements

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

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

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and submit to the District all required reports.

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

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

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

b. Transferring Students

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

c. Assessments

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

Upon a parent’s request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. The

District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of

cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

All District schools, including District affiliated charter schools, are required to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS.

Students in Other Subgroups

In order to promote academic success and student achievement for our homeless or foster youth, Welby Way will provide support and resources in the same manner as mentioned above based on the student's individual educational and social-emotional needs. Students will be identified by information provided in the Student Residency Questionnaire. Students in subgroups such as foster youth, homeless youth will be identified by the Department of Child and Family Services and assigned a Licensed Clinical Social Worker by the District. The LCSW will closely monitor these students to ensure academic and social emotional growth. Services and materials will be provided as applicable including tutoring, counseling, and necessary supplies. A school staff member will also be designated to be the Homeless Liaison to implement the District's Homeless Education Program, which helps to serve families in transition by providing advocacy and referral services as needed. Monitoring will be done by the LCSW, staff member liaison, and classroom teachers.

A Foster Youth Achievement point person will also be designated at Welby Way to enhance educational opportunities and outcomes for our students living in foster care. Our school's Foster Care point person and Homeless Liaison will work with the District's Specialized Student Services Counselor to connect students with community agencies and social workers to ensure the success of our foster youth and homeless students.

"A TYPICAL DAY"

Having opened its door in 1960, Welby Way today serves as a neighborhood school, as well as a gifted/high ability magnet school (added in 1978) for students from all over the San Fernando Valley. Welby Way successfully integrates the two schools as one dynamic learning community, which provides an enriching and challenging educational experience for every student.

Visitors to Welby Way are greeted in a bright, cheerful office by a friendly staff who are willing to offer help and answer questions. Continuing through the office and onto campus, a visitor will pass the music room where students can be found learning to read music, identifying musical patterns, learning about different music genres, and singing songs. After the music room, one will reach the literacy garden just outside the Wonder of Reading school library. Inside the library, students may be seen sitting at tables or on the story steps of the amphitheater reading quietly with small groups of friends. Or, they may be working together completing research in the nonfiction section or in the adjacent computer lab. At lunch, students may be sitting on the story steps of the amphitheater listening to a selection read by our librarian. On any grassy area outdoors, a primary class may be teamed up with an upper grade class for a “Book Buddy” session.

Across from the library is the outdoor stage, the pavilion area for lunch, and the auditorium which is constantly in use. Teachers use this performance space for a wide variety of arts, including theatre, dance, and music. Visitors may see fourth and fifth graders learning how to ballroom dance or second graders learning to square dance. In addition, all teachers utilize the auditorium to practice the many musical plays that are performed for parents and the school community throughout the year. Visitors may see any number of rehearsals taking place.

Next to the lunch pavilion is a fully equipped yard with two apparatus areas and a huge grass area, all obtained through the grant writing of dedicated parents and staff. Two physical education assistants work together with teachers and students on skills during P.E. while many parent volunteers assist them during grade-level Psychomotor time. Recess and lunch time activities are coordinated by the coaches and yard assistants so that all students can find something enjoyable to do, whether it is an organized game of soccer, a game of capture the flag, or board games. Teachers volunteer to facilitate lunch and after school activities such as book clubs, chess clubs, gardening clubs, and coding clubs.

There is never a time of day when our maintenance staff is idle. They can be seen throughout campus making sure that all facilities are working and beautification is in check. Even with their busy schedules, they are always willing to stop what they are doing to help a teacher, student, or parent in need of assistance or simply offer a friendly greeting. School pride and commitment are evident in all stakeholders as members of our school.

A visitor to any classroom will see students actively engaged in learning. In every classroom, students participate in a variety of learning groups. Teacher assistants, under the direction of the classroom teacher, are seen reinforcing instruction and promoting student learning on a daily basis. Students are engaged in rigorous, Common Core State Standards-based instruction with teachers who explicitly define, articulate, and facilitate learning experiences, which equip students in meeting and exceeding those standards. Descriptive criteria, rubrics, proficiency scales, and models of work that illustrate these standards are displayed in each classroom. Technology access is integrated into instruction with computer generated projects. Upper grade students have permanent iPad or Chromebook carts that are

used regularly in their classrooms as a part of the blended learning approach. 1st and 2nd grade students have one-to-one iPads while TK and Kindergarten students have a station of 6 iPads in their classrooms. Students participate in evaluating their own work, the work of their peers, and in setting learning goals for themselves. Teachers focus on student mastery of standards through the use of a Mastery Learning and Grading philosophy. The curriculum encourages students to gain a deep conceptual understanding of topics and concepts while maintaining a high level of engagement through the learning process. Intervention is provided for at risk students by a resource teacher in a small group setting to provide students with additional support to help them grasp concepts in order to meet grade level standards.

Located further down the walkway is the new “state-of-the-art” computer lab, complete with 35 computers, printers, a 3-D printer, and a full-time assistant. In this lab, the classroom teacher and assistant work together to help the students understand the use of current technology and its real-world applications. Upper grade students learn to code in order to manipulate a Sphero ball through a student-created maze. Skills acquired in the computer lab are practiced and applied not only in the classroom but also at home.

Next to the computer lab is the outdoor Life Lab Garden. At any time of the day, parents, teachers, and students are working together watering, digging, planting, harvesting, and learning first-hand about biological life cycles. The backdrop to the garden is a large-scale mural painted on the backside of the building adjacent to the space. The mural is just one example of commonplace school areas, such as classroom storage sheds, handball courts, and basketball backboards that have been enhanced with colorful and creative art. One will even find a map of the United States painted on the blacktop between the main building and the bungalows. All artwork was created by community volunteers and college students who generously donated their time to our school.

Once the school bell signals the end of the school day, learning does not end at Welby Way. Visitors after 2:30 will find students engaged in a variety of worthwhile activities. Students can be found in the library reading or completing homework. Many can be found taking an after school “Bee-U” class where they learn to play chess, create original works of art, learn to code in the computer lab, participate in gymnastics, learn to cook, or play a musical instrument. Students might be found working in a small group with a teacher, obtaining extra support in math, reading, or writing. They may be on the yard participating in an organized game of flag football with the after-school coach. Some students will be helping classroom teachers organize materials for the next day. Teachers remain long after the final bell. Groups of teachers will be found in various classrooms planning future lessons together.

After campus is officially closed for the evening, the education and activities continue. Parent Workshops and School Site Governance Council meetings are held in the afternoons/evenings to give working parents access to our school. At least once per month, a visitor will witness a “Fun-raiser” event, such as Magic Night, Spaghetti Movie Night, Mother Daughter/Son Event, and Father Daughter/Son Event. All of these events are held in the evenings and on weekends to promote inclusion of all families and to build community.

Everything offered at Welby Way is in the ethos of creating an atmosphere where the school is the focal point of a student's childhood and of a family's elementary school memories. We want all students to feel a sense of belonging and purpose within their school community. Our hope is that we may guide children to a lifetime love of education and of learning long after they have left Welby Way.

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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, by the charter school.” (Ed. Code § 47605(c)(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(c)(5)(C).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS, and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

The staff at Welby Way believe that high and clear expectations, a consistent curriculum that builds from year to year, opportunities for teachers to plan together, reflect, and study lessons, on-going professional development, and parent/home connections make for a strong educational program. By embracing the key components above, we are able to

ensure a strong educational foundation for all our students and achieve the following desired outcomes as measured by various assessments.

As an affiliated charter, Welby Way's student achievement will be measured in the same manner as any elementary school that is a part of the LAUSD, using SBAC as one measure to determine growth and proficiency (See LCFF Chart in Element 1). Welby Way will monitor and measure student progress toward mastery of state standards using both formative and summative measures, including but not limited to: Common Core State Standards Assessment / SBAC for Grades 3rd-5th (yearly), CAST (Science for 5th grade only – yearly), TRC, DIBELS, ELPAC (yearly), Edulastic Math, and District Interim Assessments.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Welby Way will participate in the Smarter Balanced Assessments as the state's standardized summative assessments. We will also participate in the California Science Test (CAST) for fifth graders and the annual ELPAC assessment for all our EL students. With the Smarter Balanced Assessments, mastery will be measured by results of students scoring at proficient (standards met) and advanced levels (standards exceeded). Teachers will analyze interim assessment data, class work, and teacher created assessments to ensure students are making progress throughout the school year. Feedback from formal and informal assessments, individual reading, writing, and math conferences with students, portfolios, and exit ticket strategies allow students to effectively understand their proficient and deficit skills towards mastery of the Common Core State Standards, and provide teachers with data to guide instructional needs.

Both individual student data and schoolwide data holds us accountable and offers a common measure of student performance as well as areas of needed improvement. SBAC data measures students to the attainment of the Common Core Standards and gives comparative data to other students nationally, which gives teachers and the administration important data on which to base instructional decisions.

Summative Assessments

These assessments offer teachers a common measure of student performance as well as an indication of what may need to be reviewed. Teachers and administrators will make decisions regarding instructional programming based on student performance in relation to other grade-level students who take the same test(s). Over the course of our Charter we have learned much from the summative assessments/SBAC data and have set goals for our future Charter term.

Measurable Goals for the Charter Term (SBAC & 5th CAST):

Based on Welby Way's 2018-2019 SBAC ELA scores, 87% Met or Exceeded standard in ELA. Our measurable goal is to increase by 0.5% each year to achieve 89.5% by the end of the next Charter term in 2026.

Based on Welby Way's 2018-2019 SBAC Mathematics scores, 85% Met or Exceeded standard in Math. Our measurable goal is to increase to 87.5% by the end of the next Charter term.

Welby Way will participate in the Smarter Balanced Assessments as the state's standardized summative assessments. We will also participate in the California Science Test (CAST) for fifth graders and the annual ELPAC assessment for all our EL students. With the Smarter Balanced Assessments, mastery will be measured by results of students scoring at proficient (standards met) and advanced levels (standards exceeded). Teachers will analyze interim assessment data, class work, and teacher created assessments to ensure students are making progress throughout the school year. Feedback from formal and informal assessments, individual reading, writing, and math conferences with students, portfolios, and exit ticket strategies allow students to effectively understand their proficient and deficit skills towards mastery of the Common Core State Standards, and provide teachers with data to guide instructional needs.

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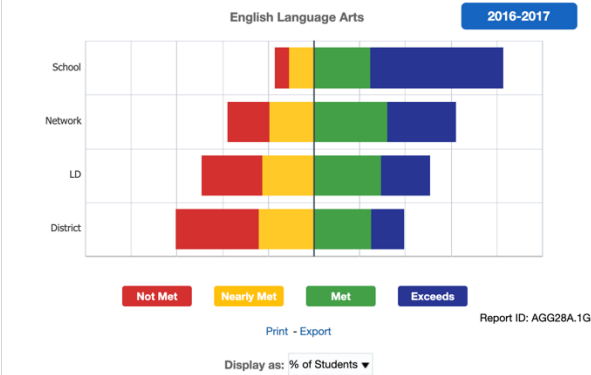
Based on Welby Way's 2018-2019 SBAC Mathematics scores, 85% Met or Exceeded standard in Math. Our measurable goal is to increase to 87.5% by the end of the next Charter term.

Our baseline data for 5th Grade CAST was 71% Met or Exceeded standard in Science. Our measurable goal is to increase to 76% by the end of the next Charter term.
See LCFF State Priority Goal 1 in Element 1.

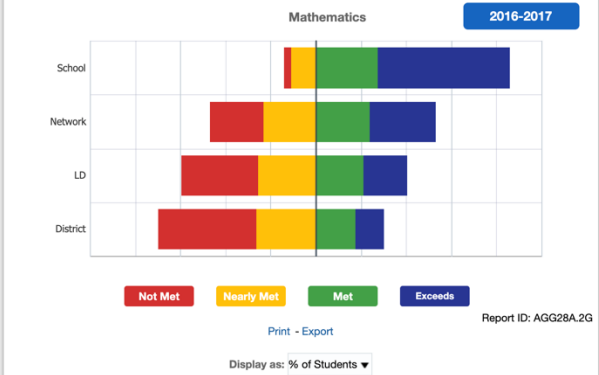
Welby Way Charter SBAC Data in Comparison to Network, Local District, & District

Over the past 3+ years, Welby Way has consistently exceeded the scores of our Network of nearby schools, Local District Northwest, and LAUSD. Our goal will be to continue to maintain our outstanding performance on the SBAC (*Source: MyData*).

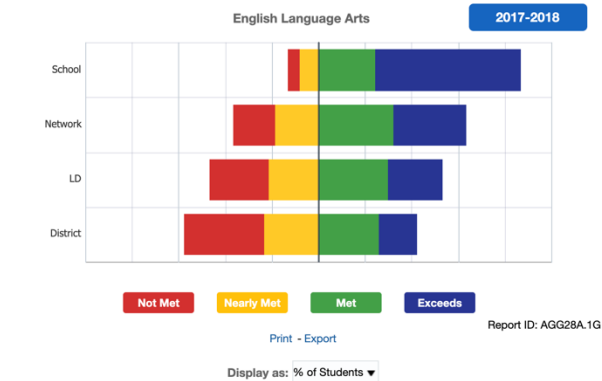
SBAC Achievement Levels Percent of Students Scores by Achievement Level



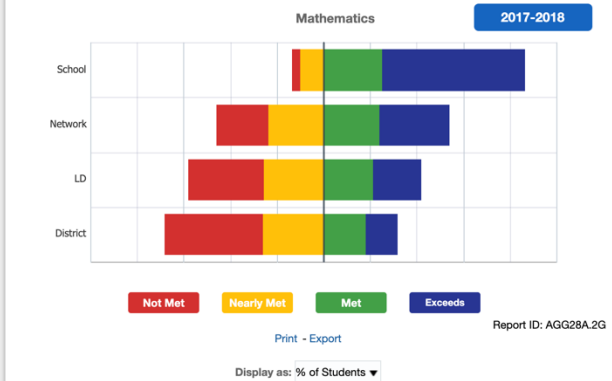
Sbac Achievement Levels Percent of Students Scores by Achievement Level

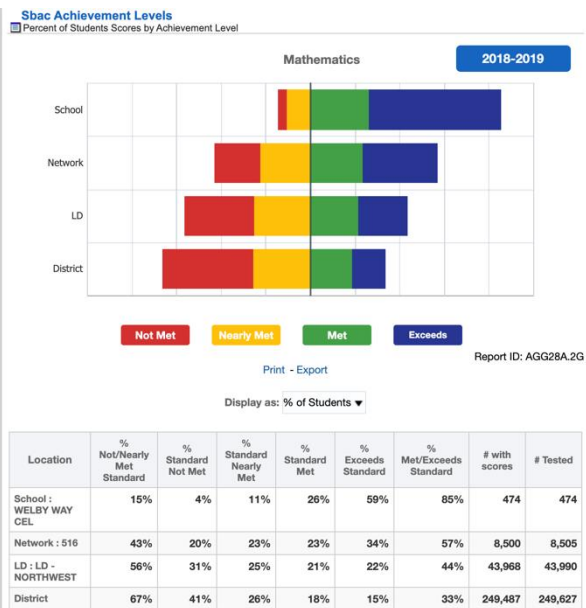
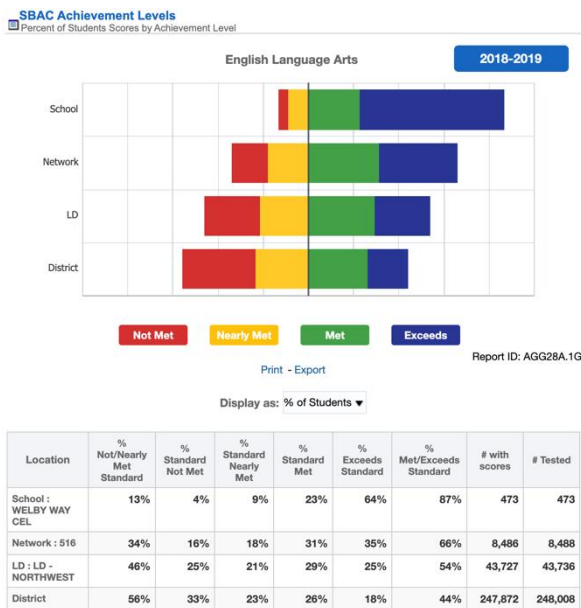


SBAC Achievement Levels Percent of Students Scores by Achievement Level



Sbac Achievement Levels Percent of Students Scores by Achievement Level





(Source: MyData)

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

Welby Way recognizes that assessment is an ongoing process that allows teachers to make adjustments in their planning and teaching to meet the needs of all our students. Teachers and the Instructional Leadership Team have assessed student progress and learning goals by using a variety of assessments in addition to District and state standardized tools. These tools effectively provide data as to student progress towards meeting the common Core State Standard benchmarks. These include, but are not limited to the following:

- DIBELS 8 Reading Assessments (every 6-8 weeks),
- Benchmark Assessments (weekly and unit tests)
- District Interim Assessments for ELA and Math (2-3 times in a school year)
- Edulastic Math (2 times per year)
- Smarter Balanced Interim Assessment Blocks (multiple times per year)

In addition, Welby Way will utilize authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to:

- Student portfolios (paper and digital)

- Journals
- Student work samples
- Teacher-created assessments
- Teacher-designed tests
- Projects
- Anecdotal notes/records
- Student self-evaluations
- Teacher observations
- Teacher checklists
- Rubrics
- Publisher-provided criterion referenced tests

Also known as performance assessments, these types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement.

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

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

DATA ANALYSIS AND REPORTING

Welby Way has continued its implementation of a rigorous, standards-based and data-informed instructional program. Welby Way values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school's overall progress, and to establish future goals and interventions. Data has been disaggregated from many sources and trends have been studied to guide instructional decisions. The types of data used by Welby Way include but are not limited to MyData, Focus, Whole Child, and California Dashboard for schoolwide data. Classroom and student level data is available through DIBELS, Edulastic, IABs, and STAR Reading.

Specific examples of data analysis and reporting practice include:

- Data from combined assessments regularly evaluated by teachers and administration, as it becomes available, in order to meet each student's and class's educational needs.
 - Schoolwide data is shared in a public forum at monthly Governance Council meetings, when available, in order to discuss upcoming program development and education intervention priorities.

- Data is also used to identify and prioritize professional development priorities.
- District assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year.
- Parents are encouraged to use the LAUSD Parent Portal and Schoology for immediate access to grades, test scores, and attendance data, and more. Convenient access to this information provides all stakeholders the ability to monitor their own child's performance and academic growth.
- LAUSD's Whole Child Integrated Data platform will allow staff to analyze and examine data to develop effective Professional Development, classroom instruction, and intervention.

How Students' Progress is Reported to Families

Student progress toward achieving grade-level standards will be communicated to students' parents by providing timely feedback on class assignments, homework assignments, and by means of the 6-week Below Proficient Parent Reports, Progress Report, and conferences with students' teachers in the fall and spring. SBAC scores are provided to parents each year by the state. Parents are also provided with Report of Progress Toward the Achievement of IEP Goals, as applicable, and parents of English Language Learners are provided a copy of their child's ELPAC results on an annual basis. Regular communication takes place between the parents, English Language Coordinator and teacher. Teachers are also available to meet with parents throughout the year, when there is a concern regarding the child's academic and/or behavioral progress.

The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers' daily work assignments. Students earn a

- "4" for Exceeds Grade Level Standards
- "3" for Meets Grade Level Standards
- "2" for Progressing Toward Meeting Grade Level Standards
- "1" for Minimal Progress Toward Grade Level Standards

The academic standards include specific learning topics in the different subject areas for each grade level: Language Arts including foundational reading, making meaning from text, language conventions, effective use of vocabulary, writing, speaking, and listening; Mathematics Content and Mathematical Practices; History and Social Science; Science; Health Education; Physical Education; and Visual and Performing Arts.

The LAUSD Progress Report also uses a rubric to score Characteristics and Behaviors of a College-Prepared and Career-Ready Learner, earning a "C" for Consistently, "S" for Sometimes, and "R" for Rarely. The specific skills include:

- Effectively Communicates and Collaborates
- Understands Other Perspectives
- Thinks Critically, Solves Problems Creatively, and Values Evidence
- Acts Responsibly, Ethically, and is a Productive Citizen
- Uses technology and Digital Media Strategically and Capably.

Also available to parents is Schoology, a collaborative, web-based platform that gives parents round-the-clock access to all assignments and grades posted by the teacher throughout the year.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

The Welby Way School Site Governance Council of 12 members is comprised of: 6 parent/community representatives, elected by parents (50%) and the other 50% of the council is comprised of 4 teachers, 1 elected non-certificated employee, and 1 principal, in accordance with the LAUSD-UTLA Collective Bargaining Agreement and the Brown Act. Council members are elected for two-year terms; one-half of the members will be elected each year. Additionally, a merge council waiver is renewed and filed with the District annually.

The responsibilities of the council include, but are not limited to, policies and procedures, scheduling of school events, the educational program, and determination of the site level calendar. Subject to LAUSD policies and procedures for Affiliated Charter Schools, Welby Way's School Site Governance Council has autonomies for aspects of its operation including:

- School-site budgeting
- Authority to reduce class sizes below District norms, where possible
- Instruction, curriculum and assessments
- Professional development
- Class scheduling and the “banking” of time for professional development
- Enrollment processes
- School site specific policies

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School's Governing Council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and local regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, 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 notify parents, guardians, and staff 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.

STAKEHOLDER INVOLVEMENT

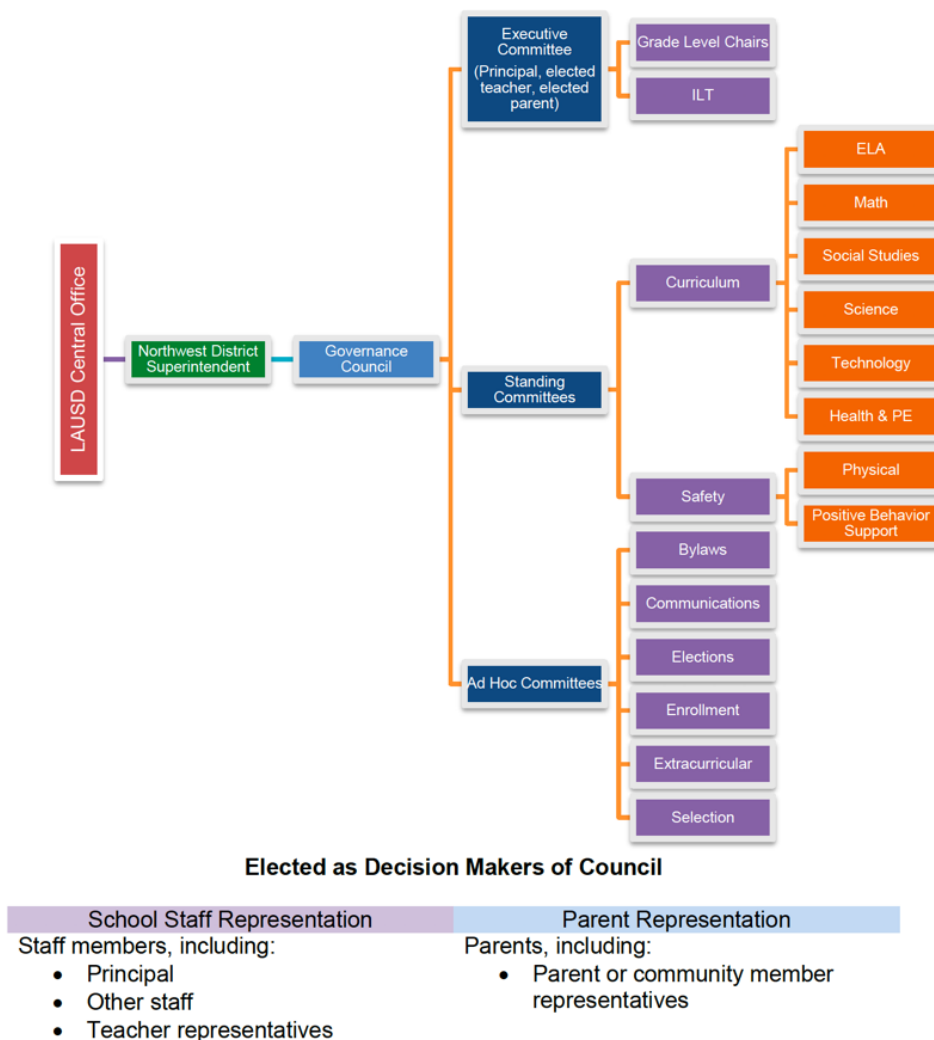
Welby Way's governing council is referred to as School Site Governance Council (LSLC). Its responsibilities include, but are not limited to, policies and procedures, scheduling of school events, the educational program, and determination of site level calendar.

All attempts will be made to gain consensus, the preferred method of decision-making. In the event that consensus cannot be reached, decisions can be reached by a quorum. Our School Site Governance Council consists of the Principal, classified representative, teachers, and parent/guardian representatives (see organizational chart below). Council members are elected for 2-year terms. The terms will be staggered.

Each year, the School Site Governance Council will vote for a chairman, a vice-chairman, a secretary, and a parliamentarian. Minutes of each meeting shall be taken and made available for public review in the main office, on our school web site, and on the School Site Governance Council board upon approval. Every person has a right to inspect and copy these public records. We will communicate and consult with parents regarding the school's educational program during our monthly School Site Governance Council meetings and various Committee meetings where parents are welcome to express their thoughts and opinions. Welby Way maintains a School Site Governance Council that is the chief site based decision-making body for the school under the authority of the LAUSD's Local District Northwest Superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education.

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

We abide by LAUSD policies and procedures and UTLA-LAUSD Collective bargaining agreements concerning school governance, and currently have and will continue to have all school councils operating effectively in shared decision-making. We will continue to fulfill our fiduciary responsibility and effectively lead and manage Welby Way. Hiring of staff is the responsibility of the District, but Welby Way will conduct interviews and select candidates from the pool of District hired staff. The Executive Committee develops the agenda for each meeting and checks that the Brown Act has been followed for the timely distribution of the notifications.



Standing Advisory Committees that Report at Governance Council Meetings:

- Curriculum

- Positive Behavior
- Safety

In addition to having a voice on the School Site Governance Council, all parents are given the opportunity to participate and be involved in their child's education. Parents play a very active role in our school, and their involvement is the key to Welby Way's success. The collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and continue to be involved in all levels of decision-making at Welby Way, their primary role will be to help to fulfill our goal of an enriched educational experience for all children.

Involvement in the School Site Governance Council and its various advisory Standing and Ad Hoc Committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. The Ad Hoc committees meet as the specific issues arise throughout the school year, including but not limited to, interviewing for open positions, monitoring the Site Governance Council election process, and reviewing the bylaws. This collaboration among teachers and parents enables our school to continue to meet the unique and changing needs of Welby Way's students. All School Site Council and Standing/Ad Hoc Committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website and via organized email blasts), and an agenda of each meeting will be posted publicly (at the school site) at least 72 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any "public comment" period will be added to a later agenda for official discussion. The School Site Council and Standing Committees will also comply with all Brown Act requirements related to Special Meetings. Minutes of meetings will also be posted in a public area and on the website. The foregoing meeting requirements will be subject to any exceptions permitted under the Brown Act.

In order to develop the LCAP (Local Control and Accountability Plan) for Welby Way, the school holds two informational meetings – one for the parents/community members and one for school staff. Meeting notifications are shared via ConnectEd messages, school marquee, and website announcements. Student achievement data, school goals, and budget priorities are discussed and an overview of the LCFF and the state priorities and the process of local development and District approval of the LCAP are reviewed. The administration present data relevant to the state priorities, including data on attendance, suspension, EL progress and reclassification, academic performance in English and Math, and parent engagement. Stakeholders participate in a survey, allowing them to provide input on our budget and how we can align our budget to the state priorities. In addition to the school's efforts, Local District Northwest annually hosts four to five LCAP study groups for parents to receive an overview of LCFF and to engage more deeply with LCAP goals and actions and to develop feedback to be used for the development of the new LCAP. Based on stakeholder input provided during the process of updating the school's budget and LCAP, the school leadership team drafts a proposed LCAP, aligned to the charter, and shares the draft for review and comment by school staff and parents. Welby Way's School Site Governance Council is given the opportunity to offer input and offer revisions.

Our Welcome Packet given to each student at the beginning of the school year outlines the various volunteer opportunities throughout the year. These opportunities include events and communications such as informative Coffees twice annually, Back-to-School Night, Open House, Curriculum Nights for ELA and Math, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, campus beautification, parent education seminars, community-building events and the weekly newsletter. Welby Way announces these opportunities in its weekly email blasts, via the school website, and by automated phone calls (Blackboard Connect).

Parents, grandparents, and other community members will have various opportunities to be involved in the school community, such as classroom activities and events through our on-campus Parent Center, Coffee with the Principal Program, and our parent workshops and education evenings. In addition, parents are strongly encouraged to contribute volunteer time to the Charter School. A comprehensive list of volunteer opportunities is shared with the parents at the beginning of each school year. The opportunities include, but are not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at charter school board meetings; participation in the planning of, or attendance at, Academic/Arts Events; or other activities.

As a separate entity from Welby Way, our booster club, Parents of Welby Way (POWW) is a non-profit 501c(3) California Corporation. POWW works collaboratively with Welby Way by providing funding for our enrichment programs and countless campus improvements. POWW is essential in maintaining the quality of Welby Way's enriched educational program and for offering opportunities for Welby Way parents to get involved in our community.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the District's Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

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.

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent or designee.

Certificated Personnel

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

Classified Personnel

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

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 require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237 (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency response and preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School 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 administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq. and related District policies and procedures.

SUICIDE PREVENTION

As a District affiliated charter school, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).)

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School’s former attendance boundary who wish to attend.

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

Student Recruitment

Welby Way will conduct a minimum of four prospective parent tours per school year from October to November. These tours will be announced on our school website, our marquee, Blackboard Connect blasts, the POWW Facebook Page, and through word of mouth from current families in an effort to reach as many interested families as possible. Families will receive enrollment information at the tours, on the Welby Way website, or by visiting or calling the Welby Way school office. For families residing outside the resident school boundaries, information will be provided on how to sign-up for the District controlled waitlist. The majority of our applications are from families who learn about Welby Way by word of mouth or Unified Enrollment publications.

In an effort to recruit students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities, Welby Way will partner with neighboring school in the areas of Winnetka, Canoga Park, and Tarzana where there is a larger population of these subgroups. Welby Way will join their Coffee with the Principals and parent workshops to share information about our school and present virtual tours to increase recruitment. We will also create and distribute multi-lingual promotional brochures and materials. In addition, partnering with local community agencies such as Family Source Center will allow us to reach families who seek academic opportunities and financial support.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance boundaries² of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The charter school will follow LAUSD’s Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

Lottery Preferences and Procedures

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

- **LAUSD Students**

- **Siblings**

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

² For all District affiliated charter schools, which are conversion charter schools, the term “former attendance boundaries” includes those sending areas designated under the District’s PWT and CAP programs.

- Other LAUSD Students

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

- **California Students**

- Siblings

Prospective students who (a) are siblings of students enrolled in grades TK-5 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

- Other California Students

Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

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

During the month of February, after receiving the list of interested applicants from Unified Enrollment, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website and made readily available in the main office.

Charter School shall hold its lottery in the auditorium, or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, the lottery committee consisting of the administrator, a representative from the Welby Way Governance Council, and a classified representative will utilize the applicant lists provided by the Unified Enrollment office to conduct the random lottery drawing. Names will be entered into an online randomizer and projected onto a screen for public viewing. A waitlist will be generated for each grade level, based on the District Fall enrollment projections provided by LAUSD District offices. Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. These grade-level waitlists will be made available to the public on the school web site and in the school office. As seats become available, parents will be notified by phone and/or email. After three attempts over a period of one week to be notified, parents will have 24 hours to accept or decline admission. The waitlist will prioritize candidates according to the order in which they were drawn during the random lottery drawing. The waitlists will remain in effect only for the academic year to which it applies and will not carry over to the next school year.

Parents of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission within one month following the lottery, and will be provided three weeks to accept the offered seat.

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call, and parent/guardian will be contacted a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

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. Charter School shall comply with all applicable federal and state laws and related District policies and procedures 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.

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, including immigration status, or any other information that would violate federal or state law, prior to admission,

participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 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.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

As a District affiliated charter school, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, to be 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, and District policies and procedures. 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 STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

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

READMISSION

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

GUN FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Students 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 student residing within the territorial boundaries of the District who chooses not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures or seek enrollment at another charter public school pursuant to applicable law and the terms of that school’s charter.

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(c)(5)(M).)

As a District affiliated charter school, all administrators, faculty, and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:	Welby Way Charter Elementary School And Gifted-High Ability Magnet c/o School Principal 23456 Welby Way West Hills, CA 91307
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To District:	LAUSD Attn: Director, Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20th Floor Los Angeles, California 90017
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- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – 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(c)(5)(O).)

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(g) 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, or otherwise takes specific Board action

to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the affiliated charter school at the time of reversion, who reside outside of resident school boundaries, will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.

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

Welby Way Charter Elementary School And Gifted-High Ability Magnet (also referred to herein as “Welby Way”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School 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.

NOTE: This Charter contains specific “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL 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(c)(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, 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(c)(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(c)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended 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(d).)

CURRICULUM AND INSTRUCTION

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements and District policy 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.

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

MATHEMATICS PLACEMENT

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

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.

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

ENGLISH LEARNERS

As a District affiliated charter school, Charter School shall implement the provisions of the District's *English Learner Master Plan*, as it may change from time to time, and comply with all applicable

federal and state laws and District policies and procedures related to the implementation of the *English Learner Master Plan*.

GIFTED AND TALENTED STUDENTS AND STUDENT ACHIEVING ABOVE GRADE LEVEL

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

STUDENTS WITH DISABILITIES

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools.

Conversion Affiliated Charter

2. District Affiliated Charter School's Special Education Responsibilities

e. General Requirements

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

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

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and submit to the District all required reports.

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

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints

monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review (“DVR”).

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

f. Transferring Students

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

g. Assessments

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

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

h. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student’s needs may not be provided at the District Affiliated Charter School; the District Affiliated Charter School will consult

with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

f. Least Restrictive Environment

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

h. Staffing Requirements

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

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

i. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

All District schools, including District affiliated charter schools, are required to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS.

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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, by the charter school.” (Ed. Code § 47605(c)(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(c)(5)(C).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS, and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURABLE PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

If the charter school has a separate charter school Governing Council [if applicable, outline composition of that board and those duties here, if not insert N/A]

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School’s Governing Council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and local regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, 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 notify parents, guardians, and staff 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

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and the District’s Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

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.

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent or designee.

CERTIFICATED PERSONNEL

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

CLASSIFIED PERSONNEL

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

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 require all of the following:

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency response and preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School 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 administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent

or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq. and related District policies and procedures.

SUICIDE PREVENTION

As a District affiliated charter school, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School's first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School's existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School ("resident students") shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).)

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District's School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School's former attendance boundary who wish to attend.

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

APPLICATION PROCEDURES

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance boundaries³ of Charter School ("resident students") shall have *first* admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The charter school will follow LAUSD's Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School's non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in

³ For all District affiliated charter schools, which are conversion charter schools, the term "former attendance boundaries" includes those sending areas designated under the District's PWT and CAP programs.

October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process

LOTTERY PREFERENCES AND PROCEDURES

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

- **LAUSD Students**

- **Siblings**

- Prospective students who (a) are siblings of students enrolled in grades [insert school's grade span minus the highest grade served, e.g., for a school that serves K-5, insert "K-4"] at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have ***second*** admission preference.

- **Other LAUSD Students**

- All other prospective students who reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have ***third*** admission preference.

- **California Students**

- **Siblings**

- Prospective students who (a) are siblings of students enrolled in grades x-y at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have ***fourth*** admissions preference.

- **Other California Students**

- Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

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

During the month of February, after receiving the list of interested applicants from Unified Enrollment, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website and made readily available in the main office.

Charter School shall hold its lottery in the [insert on-campus location, e.g., auditorium, multipurpose room, etc.], or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, [insert description of how the school will conduct the lottery]

Parents of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission within one month following the lottery, and will be provided three weeks to accept the offered seat.

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

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. Charter School shall comply with all applicable federal and state laws and related District policies and procedures 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.

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, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 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.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

As a District affiliated charter school, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

- C. Was the misconduct caused by, or directly and substantially related to the student's disability?
- D. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of

California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School's administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Students 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 student residing within the territorial boundaries of the District who chooses not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and

procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school's charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student's school district of residence in accordance with applicable law and that school district's policies and procedures or seek enrollment at another charter public school pursuant to applicable law and the terms of that school's charter

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(c)(5)(M).)

As a District affiliated charter school, all administrators, faculty, and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:

Welby Way Charter Elementary School And Gifted-
High Ability Magnet
c/o School Principal
23456 Welby Way
West Hills, CA 91307

To District:

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

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

ELEMENT 15 – 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(c)(5)(O).)

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(g) 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, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the affiliated charter school at the time of reversion, who reside outside of resident school boundaries, will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate

Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services

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).)