WATTS LEARNING CENTER

310 WEST 95TH STREET, LOS ANGELES, CA 90003

Fifth Renewal Charter Petition

Submitted
November 14, 2024

TERM OF CHARTER

JULY 1, 2025 TO JUNE 30, 2030

Our Beautiful Watts Learning Center Campus – A pillar in the community since 1997.

TABLE OF CONTENTS

Assurances, Affirmations, and Declarations 5
Element 1 – The Educational Program 7
Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured 81
Element 4 – Governance 95
Element 5 – Employee Qualifications 109
Element 6 – Health and Safety Procedures 134
Element 7 – Means to Achieve Racial and Ethnic Balance 139
Element 8 – Admission Policies and Procedures 139
Element 9 – Annual Financial Audits 145
Element 10 – Suspension and Expulsion Procedures 147
Element 11 – Employee Retirement Systems 175
Element 12 – Public School Attendance Alternatives 176
Element 13 – Rights of District Employees 177
Element 14 – Mandatory Dispute Resolution 178
Element 15 – Charter School Closure Procedures 181
Additional Provisions 188

Assurances, Affirmations, and Declarations

Watts Learning Center (also referred to herein as "WLC" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(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. (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 Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "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 FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

GENERAL INFORMATION	
The name and title of the contact person for the Charter School is:	Derek Hubbard, Principal
The contact address for the Charter school is:	310 W. 95th St, Los Angeles, CA 90003
The contact phone number for Charter School is:	323-754-9900
The current address of the Charter School is:	310 W. 95th St, Los Angeles, CA 90003
This location is in LAUSD Board District:	District 7
This location is in LAUSD Region:	South
The grade configuration of the Charter School is:	TK-5
The number of students in the first year (should align with Year 1 of the rollout plan, as well as the budget) will be:	375
The grade level(s) of the students in the first year will be:	TK-5
The Charter School's scheduled first day of instruction in 2025-26 is:	August 11, 2025
The enrollment capacity will be:[4] (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	375
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
The regular bell schedule (e.g., daily hours) for Charter School will be:	8:00 am – 2:45 pm
The term of this Charter for Middle and High performing schools[5].	July 1, 2025 – June 30, 2030

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) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

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

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web-based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

Community Need for the Charter School

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

During the most recent school year, 2023-24, Watts Learning Center served 359 students in grades TK-5. 99.7% of students Socio-Economically Disadvantaged ("SED"), 27.9% are English Learners ("EL"), 10.6% are Students with Disabilities ("SWD"), 5.8% are Foster or Homeless Youth ("F/HY"),[1] 60.2% are Hispanic/Latino, 38.4% are African American, 0.3% are White, 0.3% are Filipino, and 0.8% are Two or More Races.[2]

We note that these student demographics are considerably different than at our last charter renewal in 2016-17. Watts Learning Center now serves more students who are socio-economically disadvantaged, a 3.5% increase in students with disabilities, and more than double students who are homeless or foster youth.

WLC Enrollment Demographic Changes 2016/17 to 2023/24			
Student Group	2016-17	2023-24	Change
Socioeconomically Disadvantaged	95.1%	99.7%	+4.6%
English Learner	23.4%	27.9%	+4.5%
Students with Disabilities	7.1%	10.6%	+3.5%
Foster/Homeless Youth	1.7%	5.8%	+4.1%
Hispanic/Latino	47.4%	60.2%	+12.8%
White	n/a	0.3%	
African American	50.7%	38.4%	-12.3%
Two or More Races	1.4%	0.8%	-0.6%

ACADEMIC PERFORMANCE DATA

SUMMARY OF ACADEMIC PERFORMANCE

[1] Enrollment by Subgroup for Charter and Non-Charter Schools - Watts Learning Center (CA Dept of Education)
[2] Enrollment by Ethnicity and Grade - Watts Learning Center (CA Dept of Education)

Watts Learning Center (WLC) has consistently demonstrated strong academic performance, surpassing state averages in key areas. Our commitment to rigorous academic standards, continuous improvement, and targeted intervention supports positions WLC as a valuable educational resource for the community. Below are highlights of our academic performance:

1. Overall Academic Achievement

Since opening in 1997, WLC has shown robust performance in core subjects, as evidenced by state assessments results, and continues to address learning loss and the academic needs of our student population as a result of the COVID 19 pandemic.

English Language Arts (ELA): WLC achieved higher Distance from Standard (DFS) score, exceeding both the LAUSD and state averages, especially for significant subgroups such as socio-economically disadvantaged (SED) students, English Learners (ELs), and Students with Disabilities (SWD).

Mathematics: While statewide trends indicated a decline in math proficiency due to the impacts of COVID-19, WLC's EL and SED students outperformed district averages. Despite challenges, our commitment to targeted math support and interventions has mitigated learning loss.

2. Subgroup Performance and Equity

WLC is dedicated to serving a diverse student body with equitable access to academic resources and interventions. Key subgroup achievements include:

English Learners: On the 2024 ELPAC, 57% of WLC ELs scored in proficiency levels 3 and 4, outperforming the state average of 48% by 9 percentage points.

Students with Disabilities: WLC's SWD group achieved growth on the CAASPP in both ELA and Math through 2023, reflecting the effectiveness of our inclusive teaching strategies and support services. The 2024 data has shown a decline which will be discussed as an area of challenge and will address how WLC is responding to improve the outcomes for this student group.

African American and Hispanic Students: These students consistently outperform similar students attending traditional neighboring public schools, underscoring the efficacy of culturally responsive instruction which include: **high expectations**, **cultural competence**, **relevant curriculum**, **student-centered learning**, **inclusive environment** and WLC's focus on reducing achievement gaps.

**It should be noted that our Foster and Homeless student population are not numerically significant according to Dashboard standards.*

DATA ANALYSIS

1. DASHBOARD ACADEMIC INDICATORS COMPARISON TO STATE

ELA ENGLISH/LANGUAGE ARTS

WLC understands the importance of the California Dashboard and we take our performance very seriously. We want our performance to demonstrate growth. The chart below demonstrates

our California Dashboard performance in ELA for 2022 and 2023 in comparison to the state. We are proud to state that in both years our school outperformed the state in relation to Subgroups: EL, Socioeconomically Disadvantaged, and African American students and Hispanic/Latino students in 2023. While our total student population did not outperform the state in 2022 and 2023 we are still proud of our Subgroup students.

	2022			2023			2024		
	WLC	CA	+/-	WLC	CA	+/-	WLC	CA	+/-
All Students	-37.9	-12.2	-25.7	-37.9	-13.6	-24.3	-52	-13.2	-38.8
English Learner	-58.8	-61.2	+2.4	-48.3	-67.7	+19.4	-45.7	-67.6	+21.9
Socioeconomically Disadvantaged	-37.7	-41.4	+3.7	-36.2	-42.6	+6.4	-52	-40.9	-11.1
Students with Disabilities	-26	-97.3	+71.3	-36.7	-96.3	+59.6	-94.2	-95.6	+1.4
African American	-30.6	-57.7	+27.1	-38	-59.6	+21.6	-67.9	-58.9	-9
Hispanic/Latino	-42	-38.6	-3.4	-38.8	-40.2	+1.4	-44.3	-39.3	-5

Source: CDE, CA School Dashboard, Watts Learning Center

DASHBOARD ACADEMIC INDICATOR COMPARISON TO STATE: MATHEMATICS

We understand that there is an urgent need in our state to close the achievement gap in Math. The chart below demonstrates our California Dashboard performance in ELA for 2022 and 2023 in comparison to the state. We are proud to state that in both years, 2022 and 2023 our school outperformed the state in relation to ALL student and Subgroups: EL, Socioeconomically Disadvantaged, and African American students and Hispanic/Latino students. It should also be notes that our students typically perform higher in Math so we want to maintain this trajectory.

	2022			2023			2024		
	WLC	CA	+/-	WLC	CA	+/-	WLC	CA	+/-
All Students	-41.1	-51.7	+10.6	-30.9	-49.1	+18.2	-34.4	-47.6	+13.2
English Learner	-53.7	-92	+38.3	-42.8	-93.4	+50.6	-33.5	-93.4	+59.9
Socioeconomically Disadvantaged	-41.5	-84	+42.5	-29.4	-80.8	+51.4	-34.4	-78.2	+43.8
Students with Disabilities	-41.5	-130.8	+89.3	-24.6	-127.3	+92.7	-65.8	-124.3	+58.5
African American	-40.5	-106.9	+66.4	-19.2	-104.5	+85.3	-39.4	-102.2	+62.8
Hispanic/Latino	-41.4	-83.4	+42	-36.8	-80.8	+44	-33.3	-79.2	+45.9

Source: CDE, CA School Dashboard, Watts Learning Center

2. DASHBOARD COLORS FOR SCHOOL & STATE

ELA

WLC understands that the State Dashboard color is reflective of student progress from year to year and we are committed to maintain blue colors and or performance that is reflective of similar or higher than the state. The chart below demonstrates our California Dashboard color and number in ELA for 2022 and 2023 in comparison to the state. We are proud to state that in both years our school has similar colors and numbers to the state, our progress reflects a color of “orange”. In 2022, we had similar color and number to the state in All Students, and Socioeconomically disadvantaged and African American students. While English Learner and Hispanic/Latino we had a higher color and level than the state.

2019	2022	2023	2024

	WLC	CA	WLC	CA	WLC	CA	WLC	CA
All Students			“Low”	“Low”				
English Learner			“Low”	“Low”				
Socioeconomically Disadvantaged			“Low”	“Low”				
Students with Disabilities			n/a	“Very Low”				
African American			“Low”	“Low”				
Hispanic/Latino			“Low”	“Low”				

Source: CDE, CA School Dashboard, Watts Learning Center

MATH

The chart below demonstrates our California Dashboard performance color in ELA for 2019 through 2024 in comparison to the State. We are proud to state that in 2019, 2023 and 2024 our school had a better or similar performance color and number to the state, it reflects a color “Orange”. In 2022, we had similar color and number to the State for All Students, Socioeconomically Disadvantaged and African American student groups. Our Dashboard color improved from 2022 to 2023. In 2023, we had a higher color of “Yellow” than the state for All Students and all statistically significant subgroups. For 2024, WLC performed in “Yellow”/”Orange” while the State received “Orange”/”Red” indicators for the same student groups.

	2019		2022		2023		2024	
	WLC	CA	WLC	CA	WLC	CA	WLC	CA
All Students			“Low”	“Low”				
English Learner			“Low”	“Low”				
Socioeconomically Disadvantaged			“Low”	“Low”				
Students with Disabilities			n/a	“Very Low”				
African American			“Low”	“Very Low”				
Hispanic/Latino			“Low”	“Low”				

Source: CDE, CA School Dashboard, Watts Learning Center

Chronic Absenteeism

The chart below contains data that is most publicly available on the California Dashboard. We have strived to decrease our Chronic Absenteeism rate and have been successful in the post pandemic. We improved from “Red” to “Yellow” for all students and subgroups. We performed similar to the State for all student groups except for African American students.

	2019		2022		2023		2024	
	WLC	CA	WLC	CA	WLC	CA	WLC	CA
All Students			“Very High”	“Very High”				
English Learner			“Very High”	“Very High”				
Socioeconomically Disadvantaged			“Very High”	“Very High”				
Students with Disabilities			“Very High”	“Very High”				
African American			“Very High”	“Very High”				
Hispanic/Latino			“Very High”	“Very High”				

Source: CDE, CA School Dashboard, Watts Learning Center

CAASPP

The CAASPP is administered beginning in grade 3, so our students were first tested in 2017 for grade 3. The Dashboard provides CAASPP data as distance from standard to measure how far, on average, students are from the lowest possible score for Standard Met. The data below reflects the CAASPP data.

CAASPP Performance Indicator Overview

The CAASPP data showcases Watts Learning Center's (WLC) strong academic outcomes in both English Language Arts (ELA) and Math, reflecting the effectiveness of targeted interventions and rigorous instructional strategies.

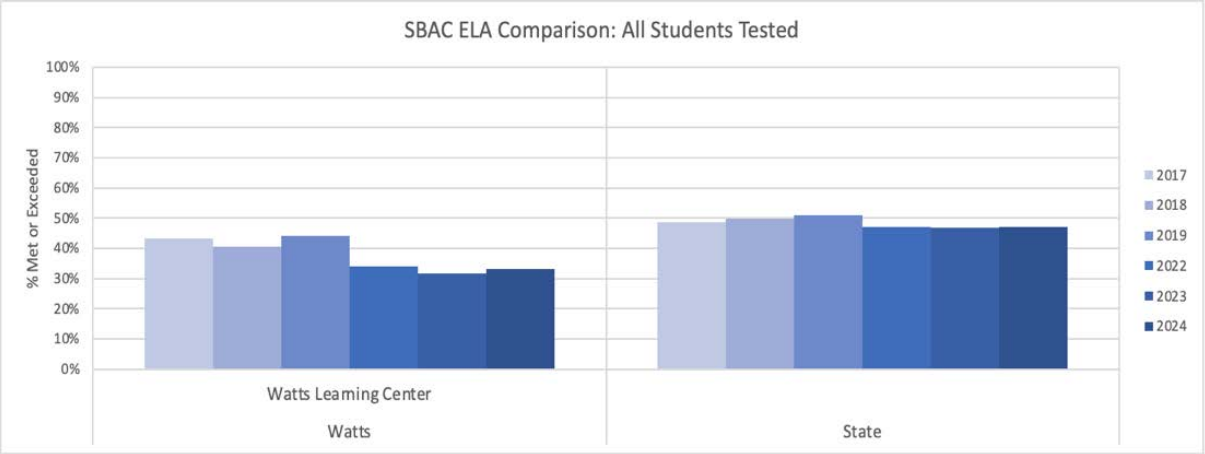
ELA Performance: WLC students have consistently performed near or above state averages in ELA, especially within key subgroups such as African American, economically disadvantaged, English Learners (EL), and students with disabilities. Despite minor fluctuations in 2024, these subgroups demonstrated steady growth, highlighting WLC's commitment to equitable educational support for diverse learners.

Math Performance: Math achievement remains a particular strength at WLC, where students have consistently exceeded state averages across multiple subgroups, including Hispanic/Latino, Black/African American, economically disadvantaged, and students with disabilities. This consistent performance underscores WLC's focus on maintaining high standards in Math, even as the school and state work to recover from pandemic-related learning disruptions.

This CAASPP data further underscores WLC's dedication to academic excellence, as it continues to close achievement gaps, support diverse student needs, and provide a high-quality education for all students in the Watts community.

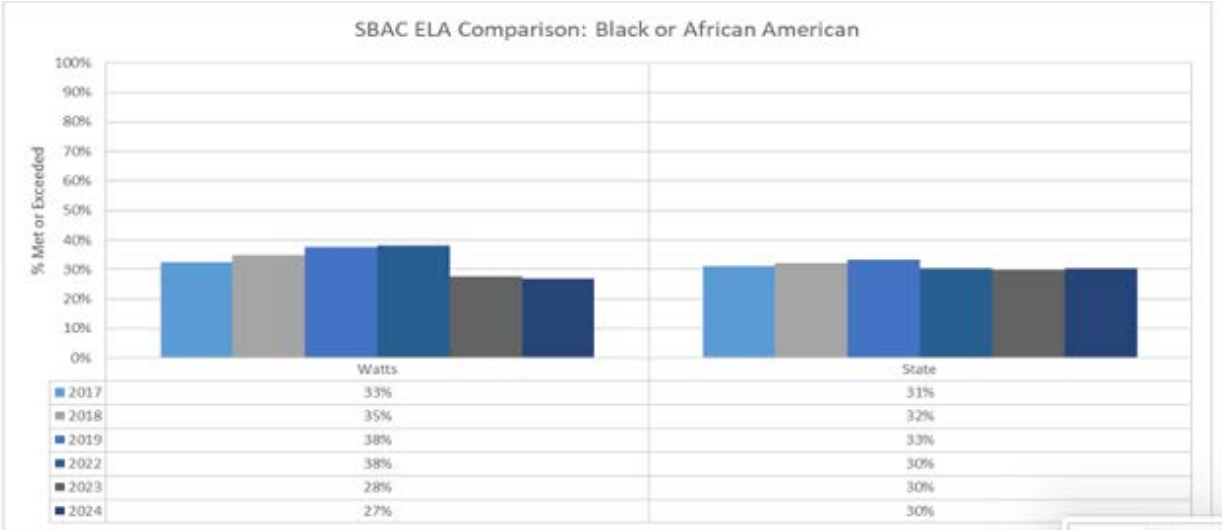
ACADEMIC INDICATOR: CAASPP ENGLISH LANGUAGE ARTS

While our school has historically performed lower than the state in CAASPP English due to the varying demographic of the state and Watts Learning Center, we are proud to state that Watts Learning Center consistently performs near the state with our subgroup performance. The tables below demonstrated our performance with Subgroups.

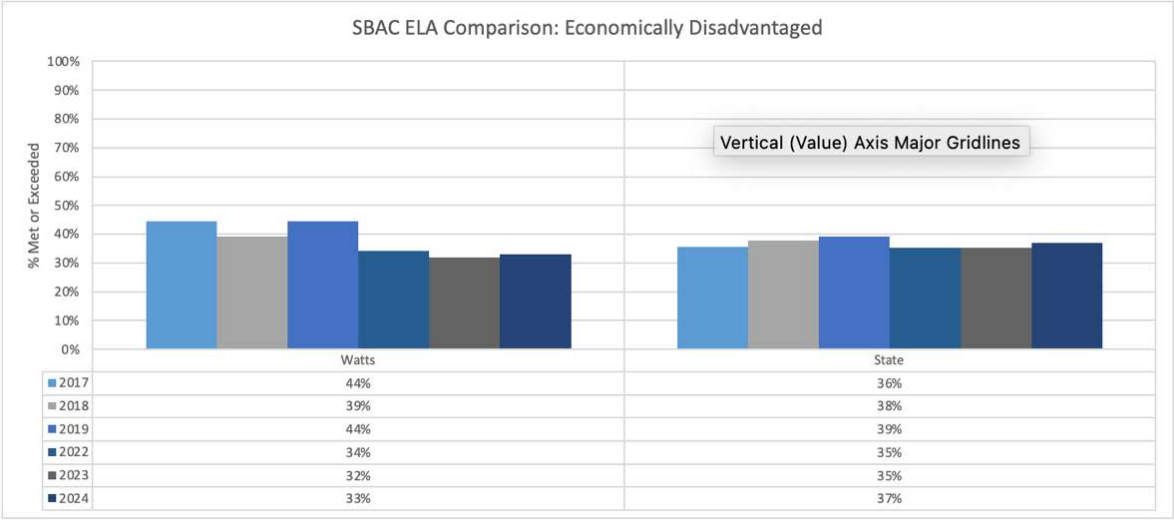


Source: DataQuest CAASPP Test Results

For our Africcan-American student subgroup we are performing near the state met/exceeded category.

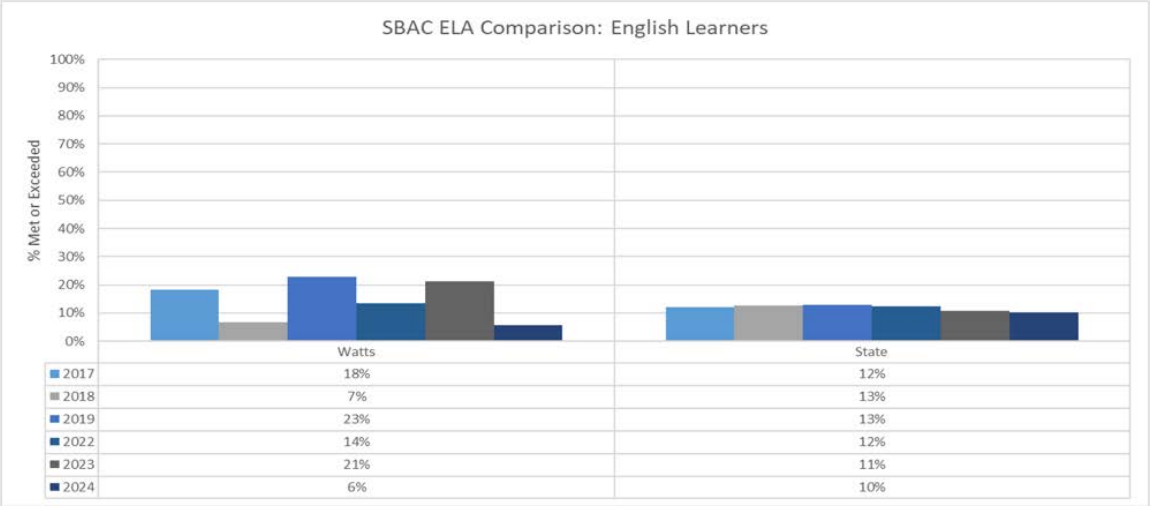


For economically disadvantaged we are performing near the state average for Economically Disadvantaged students in English.

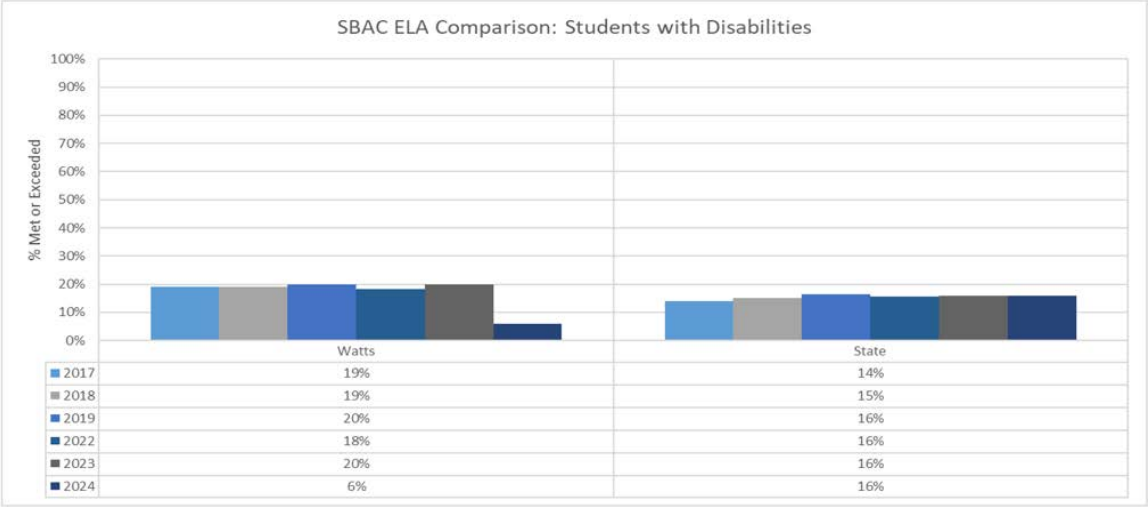


Source: DataQuest CAASPP Test Results

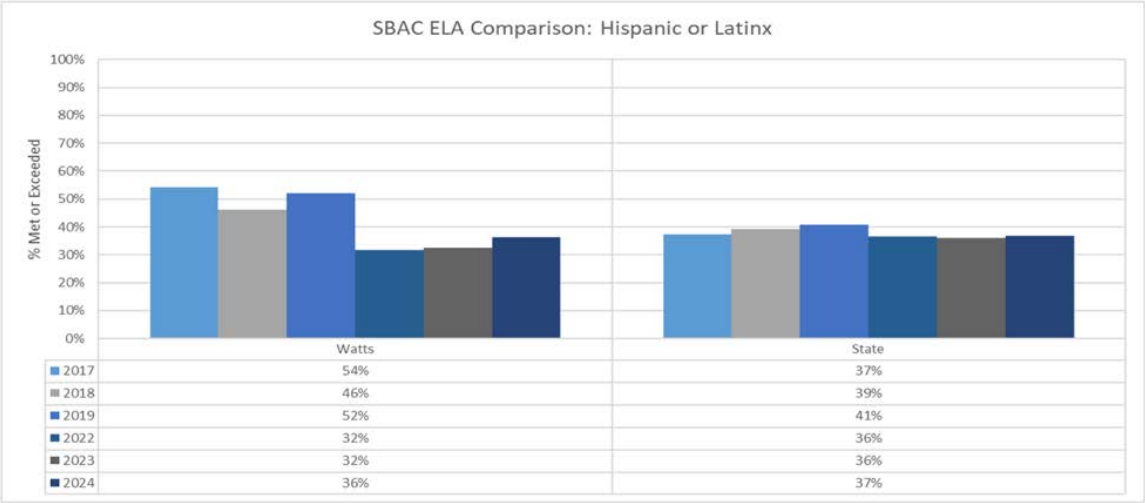
For English Learners we have consistently outperformed the state except in 2024.



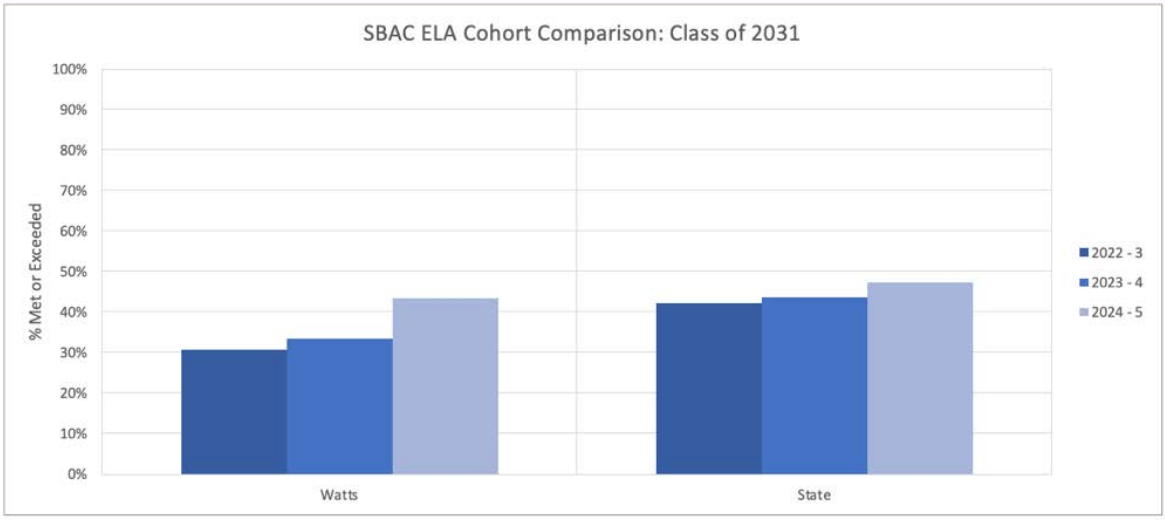
For students with disabilities, we have outperformed the state in every category except in 2024.



For Hispanic/Latino students we have performed near the state every year.



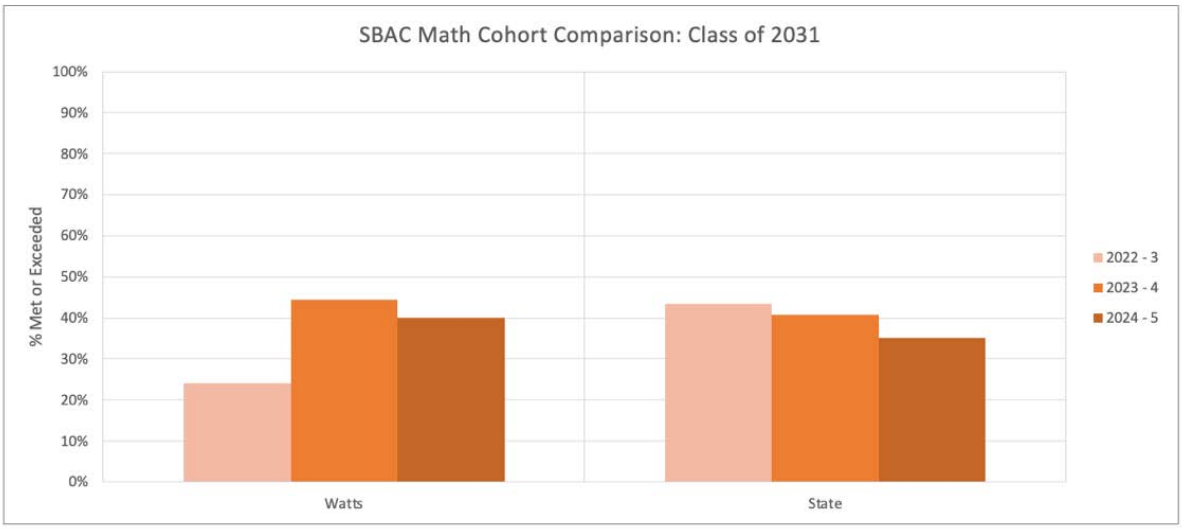
We are proud that our ELA grade level cohort demonstrates growth from year to year on CAASPP.



Source: DataQuest CAASPP Test Results

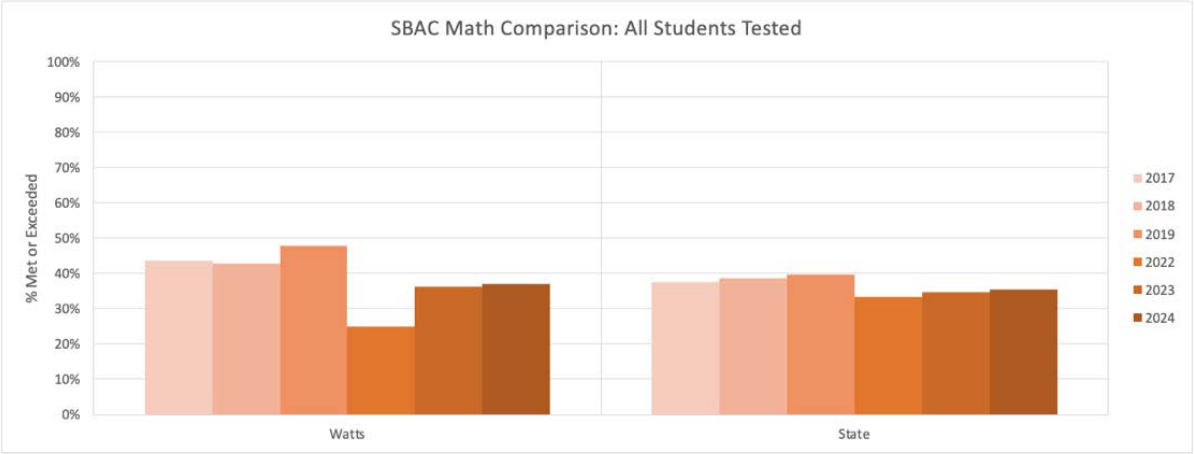
ACADEMIC INDICATOR: CAASPP MATH

Based upon our Historical Math data on CAASPP our students perform higher in Math then in English which is atypical than that of the State. The charts reflected in this section are pulled from DataQuest with publicly available data. It reflects the fact that students our students have performed similarly to that of the State every year except in 2022 (the first year after the pandemic).



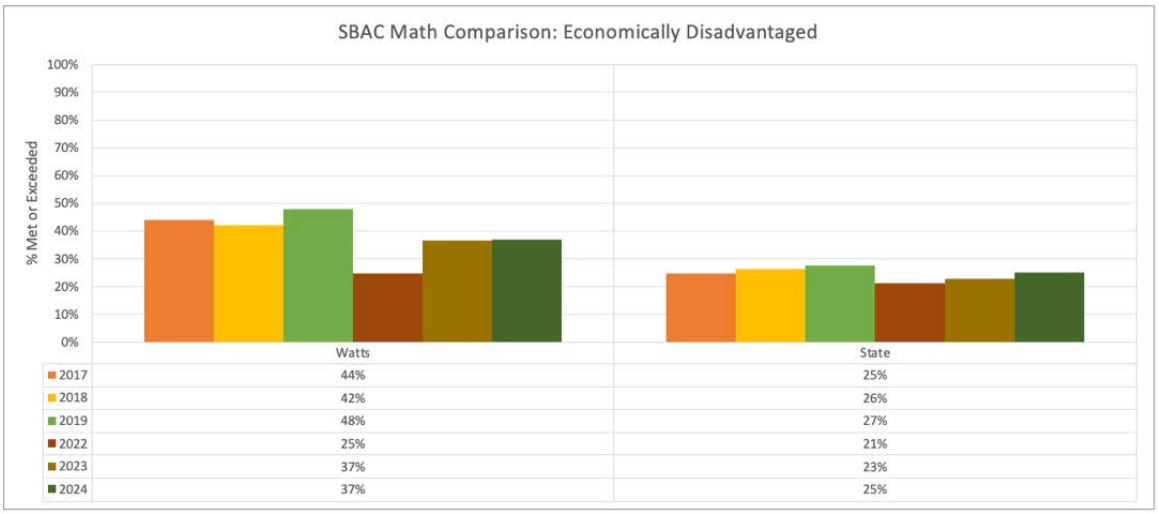
Source: DataQuest CAASPP Test Results

Our cohort Math performance in CAASPP demonstrate improvement while the state has seen a decrease in cohort performance from year to year.



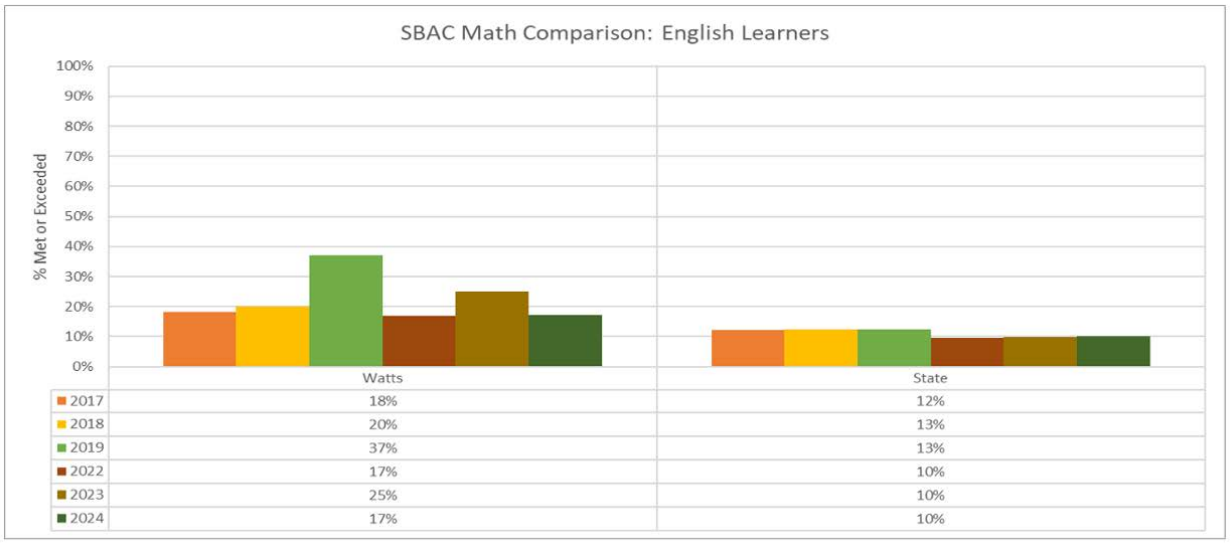
Source: DataQuest CAASPP Test Results

For economically disadvantaged students we are proud that we have outperformed the state ever year.

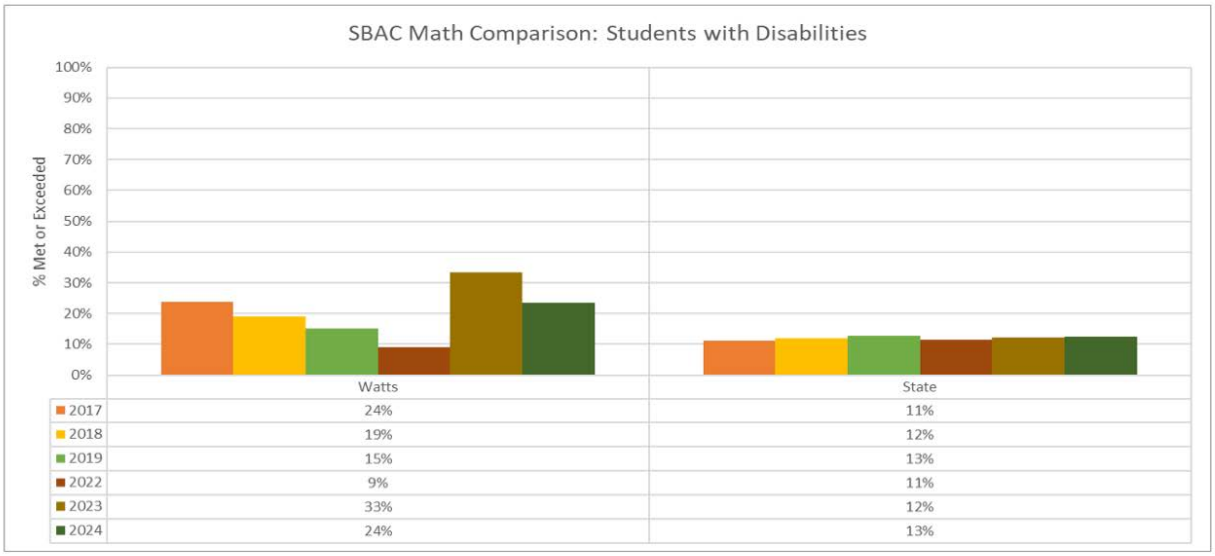


Source: DataQuest CAASPP Test Results

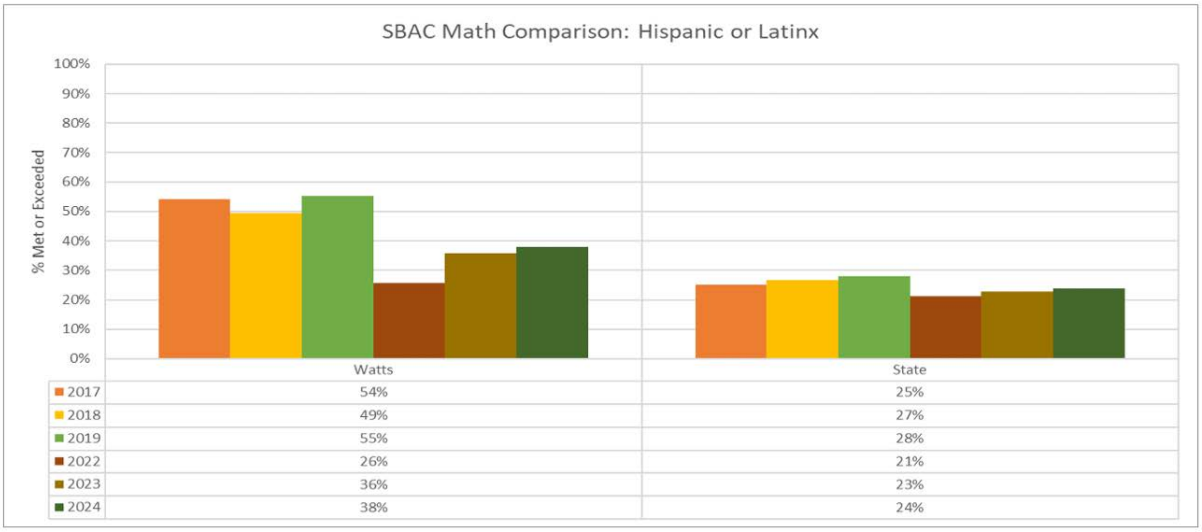
We are proud that our English Learners are outperforming the state every year in Math percentage Met/Exceeded.



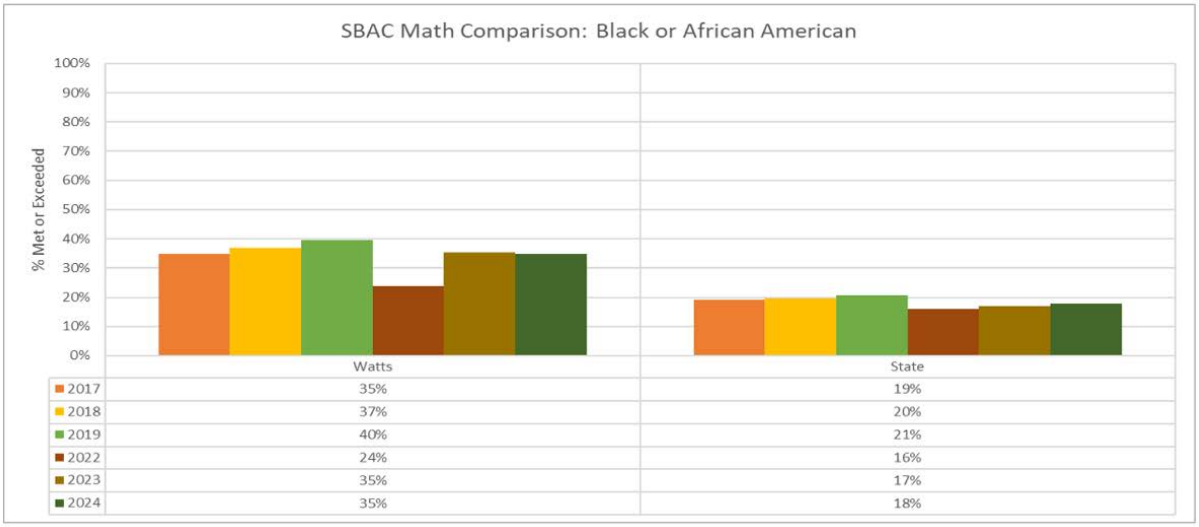
We are proud that our students with disabilities are outperforming the state students with disabilities.



We are proud that we are our Hispanic/Latino population are outperforming the state every year in Math percentage Met/Exceeded.



We are proud that we our Black/African American population are outperforming the state every year in Math percentage Met/Exceeded.



CAASPP Section Summary

The CAASPP data for Watts Learning Center (WLC) highlights the school's success in achieving strong academic outcomes across multiple student subgroups. In English Language Arts (ELA), WLC has shown steady performance, often meeting or exceeding state averages, particularly among socio-economically disadvantaged students, English Learners, and students with disabilities. In Math, WLC continues to excel, with most subgroups—such as African American, Hispanic/Latino, and EL students—outperforming district and state benchmarks.

These outcomes underscore WLC's commitment to narrowing achievement gaps through targeted interventions, data-driven instruction, and robust support systems. The school's achievements in both ELA and Math reflect WLC's dedication to academic excellence, equity, and the continuous growth of all its students, reinforcing its role as a valuable educational resource in the Watts community.

ENGLISH LEARNER PROGRESS

English Learner Demographic Summary

Our English Learner (EL) program is designed to foster accelerated English language acquisition and academic success for EL students through comprehensive and data-driven strategies. Recognizing a recent increase in EL population—from 24% in 2018 to 29% in 2023—our program continuously adapts to meet diverse language proficiency levels within our student body. The program has demonstrated success, as evidenced by CA Dashboard indicators and performance data on the ELPAC and CAASPP assessments.

The EL program at WLC has effectively supported a growing EL population, with 57% of students reaching proficiency levels 3 and 4 on the 2024 ELPAC, outperforming the state average by 9 percentage points. This outcome demonstrates the success of WLC's comprehensive approach to language acquisition through both designated and integrated ELD instruction, ensuring EL students' continuous academic progress.

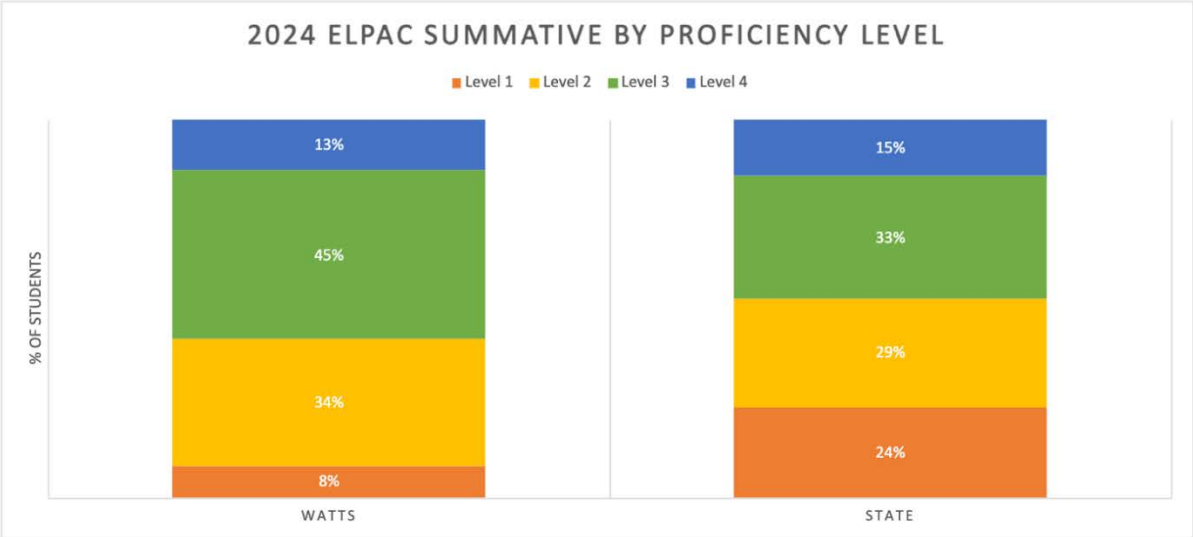
ELPI Dashboard Indicator

The table below demonstrates English Learner Dashboard Colors for School & State. The Data Chart below is pulled from the publicly available Dashboard, it displays the relays our English Learner Dashboard Color for the school versus the state. In 2022 our school color was a green reflecting the number 4. In 2023 we own the fact that our school color dipped to red with the number 1 while the states EL color stayed a 3.

	2019		2022		2023		2024	
	WLC	CA	WLC	CA	WLC	CA	WLC	CA
English Learner			"High"	"Medium"				

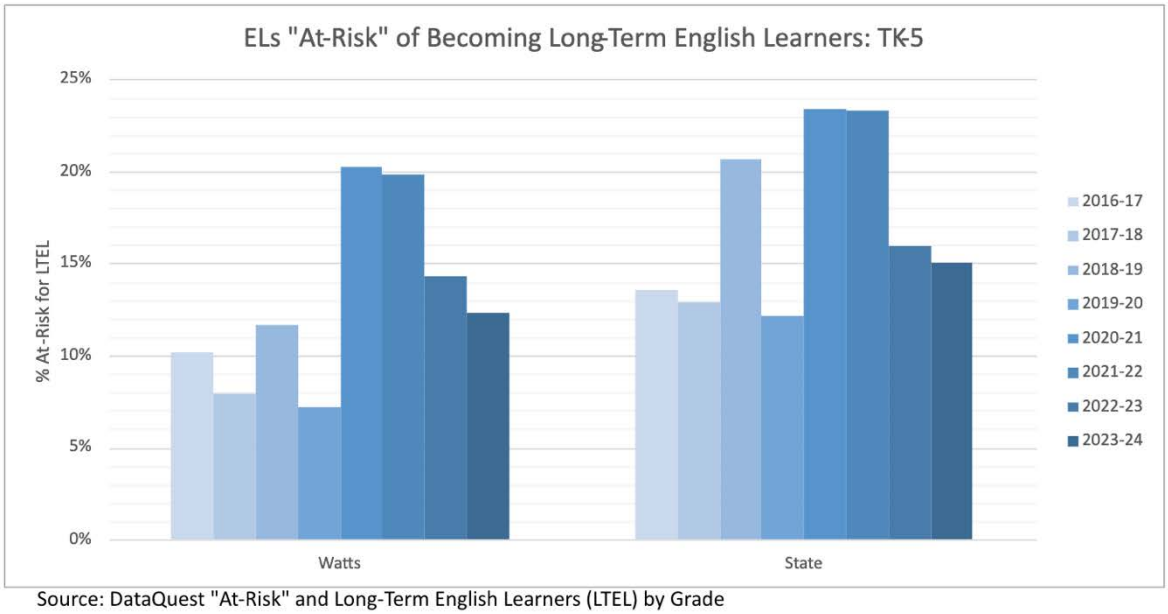
Source: CDE, CA School Dashboard, Watts Learning Center

The Data Chart below titled, "2024 ELPAC Summative by Proficiency Level" is pulled from the publicly available DataQuest., It displays that our 2024 ELPAC results our ELs students are performing 57% in level 3 and 4 while the state is performing 48% level 3 and 4. This demonstrates that we are outperforming the state by 9% in EL proficiency level 3 and 4. In terms of level 3 and 4 we also have more students performing in level 2 than the state, we have 34% and the state has 29%. The demonstrated that event though in 2023 we took a dip we expect our Dashboard performance color and number to increase again.



Source: DataQuest English Language Proficiency Assessments for CA (ELPAC)

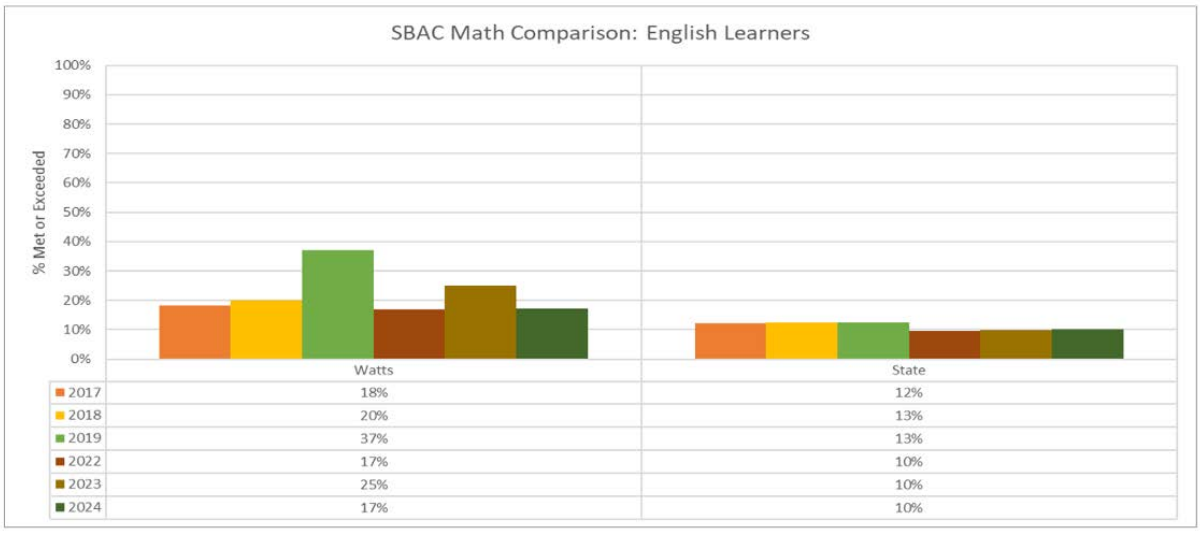
The Data Chart below titled, "ELs "At-Risk of Becoming Long-Term English Learners: TK-5" is pulled from publicly available data on DataQuest, reflects our EL population that are considered EL's "At Risk. This data demonstrates that in 2023-24, 2022-23 and 2021-22 our percentage of EL's that were at Risk of becoming Long Term ELs were less than that of the state. This demonstrates that over time while our EL students enter our school as EL's, we are able to reduce their rate of becoming "At-Risk" of Becoming Long-Term English Learner.



Source: DataQuest "At-Risk" and Long-Term English Learners (LTEL) by Grade

For students identified as LTELs, we deploy intensive, individualized instruction aimed at addressing foundational skill gaps. Tools such as the Educeri ELD program and targeted reading interventions provide frequent progress checks, allowing us to adjust instruction and maximize academic gains. Over recent years, we have successfully reduced our rate of LTELs, demonstrating a commitment to advancing ELs' proficiency and academic achievement.

We want to highlight that we are proud that our English Learners are outperforming the state every year in Math percentage Met/Exceeded. In the 2024 ELPAC, 57% of our EL students achieved proficiency in levels 3 and 4, surpassing the state average of 48%. This outcome indicates that our ELs are achieving a 9% higher proficiency rate than their statewide peers. Additionally, on the CAASPP, EL students outperformed the district and state averages across ELA and Math, demonstrating the effectiveness of our instructional framework in providing ELs with meaningful access to core curriculum content. Students not meeting expected progress are provided with systematic interventions and referred to the SST, which includes input from teachers and parents to ensure tailored support.



VERIFIED DATA

We now turn to section (3)(a) of Criterion 2 for middle-performing schools, "[T]he LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing that the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school."[3] The LAUSD Charter Policy notes:

Effective January 1, 2021, pursuant to Education Code section 47607.2(c)(2), the State Board of Education adopted criteria to define verified data and identified an approved list of valid and reliable assessments. Staff's review of the charter school's submitted materials will be based on verified data sources and related information adopted by the State Board of Education (Education Code Section 47607.2(c)(3)). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.[4]

iReady

WLC utilizes iReady on the CDE's list of "verified data" assessments. The chart below demonstrates Publisher Guidance as defined in May 2023 Agenda Item #02: Adoption of the Updated List of Valid and Reliable Assessments Required by CA Education Code Section 47607.2.

<u>i-Ready Progress to Annual Typical Growth (Median)</u>

As part of the CDE's verified data sources, i-Ready serves as a central tool for monitoring student progress. Students are assessed three times a year (fall, winter, spring), allowing WLC to adjust instruction and interventions dynamically. In the 2023-2024 school year, **over 80% of students achieved "typical growth" or higher** in both reading and math, as defined by i-Ready's benchmarks. This outcome indicates that the majority of WLC students are achieving at least one year's academic growth for each year in school.

[3] LAUSD Charter Policy, p. 36
[4] Ibid.

Overall, our students have demonstrated "one year of typical growth" every year from 2021-22 through 2023-24 in both Reading and Math as measured through the median percent progress toward typical growth of 100 percent or greater. We are very proud of student progress from year to year in i-Ready.

Evidence of Targeted Subgroup Support

WLC's commitment to addressing achievement gaps is demonstrated through our subgroup analysis:

- **English Learners (ELs)**: Using ELPAC data, we show that **57% of our ELs achieved proficiency in levels 3 and 4**, outperforming state averages by 9%.
- **Students with Disabilities (SWD)**: Through both CAASPP and i-Ready data, SWD students at WLC demonstrated growth rates comparable to those of their general education peers, reflecting our inclusive and differentiated instructional practices.

The chart below title "Reading" I demonstrates our verified data source i-Ready Progress to Annual Typical Growth (Median) of percent of students tested in reading. All of our Students, and Subgroups: Economically disadvantaged, English Learners and Students with disabilities had "Typical Growth" over 100 percent or greater. We are most proud of our Students with Disabilities whom demonstrated a Typical Growth of 156%!

READING	All Students	Economically Disadvantaged	English Learners	Students with Disabilities	Percent Tested
2021-2022	127%	124%	106%	123%	96%
2022-2023	121%	121%	131%	137%	95%
2023-2024	105%	105%	106%	156%	100%

The chart below titled "Math" I demonstrates our verified data source i-Ready Progress to Annual Typical Growth (Median) of percent of students tested in Math. All our students, and subgroups: Economically disadvantaged, English Learners and Students with Disabilities had "Typical Growth" over 100 percent or greater. We are most proud of our English Learners and Students with Disabilities whom demonstrated a Typical Growth of 113%!

MATH	All Students	Economically Disadvantaged	English Learners	Students with Disabilities	Percent Tested
2021-2022	124%	126%	117%	116%	96%
2022-2023	128%	125%	138%	131%	95%
2023-2024	106%	103%	113%	113%	100%

We have found iReady to be a very effective Verified Data Source and will continue to use it. Please see the summary discussed in the "SUCCESS OF INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM" below.

SUSPENSION RATE

We are very proud of our suspension rate. We have been dedicated to Positive Behavior supports on our campus with the implementation of C.H.A.M.P.S program to reduce and

maintain low suspension numbers. CHAMPS (Courageous, Honest, Awoke, Motivated, Positive, Supportive) is a Positive Behavior and Intervention Support system designed to organize the student support and intervention infrastructure of the Watts Learning Center in an effort to create a positive school culture which promotes student achievement. The system outlines the referral process, school-wide incentive program, student intervention system and network and socio-emotional curriculum which constitute a WLC PBIS system which is discussed in Element 10 of this petition.

The Data Chart below titled, “Suspension” “is pulled from publicly available data on the California Dashboard, the date reflects our Suspension Data in 2022 and 2023. Our Suspension color is blue and the numerical number is 5. For all subgroups which is higher than the state for All Students, EL’s. Socioeconomically Disadvantaged, Students with Disabilities, African American and Hispanic/Latino students than the numbers of the State.

	2019		2022		2023		2024	
	WLC	CA	WLC	CA	WLC	CA	WLC	CA
All Students			“Very Low”	“Medium”				
English Learner			“Very Low”	“Medium”				
Socioeconomically Disadvantaged			“Very Low”	“Medium”				
Students with Disabilities			“Very Low”	“High”				
African American			“Very Low”	“High”				
Hispanic/Latino			“Very Low”	“Medium”				

Source: CDE, CA School Dashboard, Watts Learning Center

LOCAL INDICATORS

WLC has met all local indicators as demonstrated by the Dashboard.

SUCCESS OF INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM

Watts Learning Center prides itself on implementing innovative educational features that not only address the academic needs of our students but also foster strong connections with their families and the wider community. These initiatives contribute to a holistic educational experience that enhances student engagement, growth, and well-being.

1. Positive School Culture and Community Engagement

From the moment students and families step onto our campus, they experience a welcoming, supportive atmosphere. WLC has created an "oasis" of positivity and safety in the heart of our community. Since 1997, WLC has remained a beacon, offering stability, safety, and encouragement in an area that faces significant socio-economic challenges. Long-tenured teachers, many of whom have served for 10-20 years, contribute to this consistency and foster an environment where students feel known, valued, and empowered.

2. Monthly i-Ready Parent Classes and Home Support Meetings

WLC goes beyond the classroom to ensure that parents are equipped to support their children’s academic growth at home. Monthly **i-Ready Parent Classes** offer families hands-on training on using i-Ready to reinforce learning objectives. In these sessions, parents gain insight into

interpreting i-Ready reports and accessing online resources to support their child's progress in reading and math.

Additionally, Monthly **i-Ready Home Support Meetings** provide ongoing support and address specific areas of concern, allowing parents to engage in their child's learning journey actively. These meetings are particularly beneficial for families of students requiring targeted interventions, as they offer strategies and resources to foster learning at home. This unique family-oriented approach has positively impacted our students' performance, as reflected in CAASPP and i-Ready growth metrics.

3. Class Meetings and Student-Led Discussions

At WLC, regular class meetings encourage students to develop essential social-emotional and problem-solving skills. These meetings cover topics such as:

- Celebrations of student successes,
- Goal setting for academics and behavior,
- Opportunities for students to voice personal concerns,
- Feedback and reflection sessions.

Students learn to collaborate, reach consensus, and take ownership of their learning environment. By promoting open communication and accountability, WLC fosters a student-centered culture where each learner feels empowered and heard.

4. Monthly Minimum Days for Professional Collaboration

To enhance instructional quality, WLC has established **monthly minimum days** dedicated to collaborative planning among teachers. With an additional 16 hours of shared planning time each month, teachers across grade levels work together to align their instructional practices, share successful strategies, and refine lesson plans. This innovative practice has led to improved instructional delivery, consistent curriculum pacing, and a cohesive academic experience across classrooms. It has also provided an effective forum for addressing the diverse learning needs of our students through targeted differentiation strategies.

Our commitment to student progress is reinforced through regular Professional Learning Community (PLC) meetings. These PLCs, comprising teachers, specialists, and administrators, focus on analyzing student data, including English Learner (EL) performance, to create responsive instructional plans. Structured, monthly and quarterly data review cycles allow faculty to identify trends, address learning gaps, and adjust teaching strategies to meet evolving student needs. Through dedicated data analysis teams, our PLCs develop targeted intervention plans and share successful practices, fostering a collaborative environment where instructional strategies are continuously refined to support all learners. This ongoing cycle of reflection and adjustment is essential for our mission to enhance student achievement and close learning gaps within the Watts Learning Center community.

5. Strong Interventions for Subgroups

We have a robust academic intervention system we deploy instructional aides in each class. English and Math pullout during the instructional day, after school tutoring, Saturday School and summer school.

AREAS OF CHALLENGE

The COVID-19 pandemic was very disruptive to student learning and has shown to have a particularly negative impact on student achievement and mental health. Like many schools across the state, country and world we are still seeing the impact of the pandemic. Specifically, our 3rd graders in 2023 we noticed that they were of the lowest performing as a result of the pandemic in ELA and Math. After the pandemic we have been implementing a 1-1 Instructional Aide (IA) model which has an Instructional Aide in each classroom TK-5 to support student learning that has demonstrated results.

Our English Learner program is designed to foster accelerated English language acquisition and academic success for EL students through comprehensive and data-driven strategies. Recognizing a recent increase in EL population—from 24% in 2018 to 29% in 2023—our program continuously adapts to meet diverse language proficiency levels within our student body. We have taken steps to meet the challenge of attracting and retaining experienced staff by increasing teachers' salaries and providing other incentives. Teachers' knowledge and instructional strategies have been improved as the result of professional development ("PD")—webinars, conferences and collaboration. We have recently adopted an ELA/English Language Development ("ELD") program which was approved by the Instructional Quality Commission. Through common planning, we are increasing teachers' effectiveness in a supportive environment. Unified coherent strategies for teaching meaning making or comprehension while reading, writing, listening, and speaking remain elusive. The new Journeys program is increasing teachers' confidence in delivering cohesive ELA/ELD instruction. **English Learners (ELs)**: Using ELPAC data, we show that **57% of our ELs achieved proficiency in levels 3 and 4**, outperforming state averages by 9%.

We have also seen an increase in students that need individual accommodations. These individual accommodations could vary from academic interventions leading to an IEP or referrals for outside mental health services and therapy.

STUDENT POPULATION TO BE SERVED

The Watts Learning Center is located in zip code 90003 and will serve grades TK through 5. According to the 2022 Census, the population in this zip code was 75,024. Twenty-seven percent (27%) were below the poverty level. Almost eight percent (7.9%) are unemployed. The median household income was $51,077 as compared to $91,551 for the state. Sixteen percent (16.2%) were African American and 81.5% were Latino. Fifty-two percent (52%) of persons 25 or older were high school graduates or higher while 6.4% of residents have a bachelor's degree or higher.

Population & Education	90003[5]	Los Angeles City[6]	Los Angeles County
# of Residents	75,024	3,820,914	9,663,345
Median Household Income	$51,275	$76,244	$83,411
% of Residents below Poverty Level	27.1%	16.6%	13.9%
High School ("HS") graduate or higher	52.1%	78.7%	80.3%
Bachelor's degree or higher	6.3%	36.7%	34.6%

[5] 90003 - Profile data - Census Reporter

[6] https://www.census.gov/quickfacts/fact/table/losangelescitycalifornia/PST045222

Ethnicity & Birthplace	90003	Los Angeles City	Los Angeles County
Latino	82%	48.1%	48.6%
Black	16%	8.6%	9.0%
Asian	01%	11.8%	16%
White	0%	41.2%	69.6%

Year[7]	2016-17		2017-18		2018-19		2019-20	
Ethnicity	Enrollment	% of Total	Enrollment	% of Total	Enrollment	% of Total	Enrollment	% of Total
Black/ African-American	186	**51.43%**	198	**48.4%**	180	**45.3%**	167	**43%**
Hispanic or Latino	174	**47.33%**	202	**49.4%**	214	**53.9%**	211	**54.4%**
Other Ethnicities	7	**.02%**	8	**1.8%**	3	**.8%**	10	**2.6%**
Total Enrollment	**367**	---	**408**	---	**397**	---	**388**	---
English Learners	86	**23.4%**	101	**24.7%**	107	**27%**	105	**27.1%**
SED	349	**95.1%**	389	**95.1%**	379	**95.5%**	382	**98.5%**

Year	2020-21		2021-22		2022-23		2023-24	
Ethnicity	Enrollment	% of Total	Enrollment	% of Total	Enrollment	% of Total	Enrollment	% of Total
Black/ African-American	162	**42.4%**	186	**51.43%**	198	**48.4%**	180	**45.3%**
Hispanic or Latino	217	**56.8%**	174	**47.33%**	202	**49.4%**	214	**53.9%**
Other Ethnicities	3	**.8%**	7	**.02%**	8	**1.8%**	3	**.8%**
Total Enrollment	**382**	---	**367**	---	**408**	---	**397**	---
English Learners	109	**28.5%**	86	**23.4%**	101	**24.7%**	107	**27%**
SED	379	**99.2%**	349	**95.1%**	389	**95.1%**	379	**95.5%**

The above chart shows how dramatically the ethnic make-up of the WLC has changed. Since the last renewal, our population is more reflective of the ethnicities of the area in which we are located. When most our students were African American, they did not live in the community but commuted by car. This included several generations of siblings, and relatives who attended WLC because of the recommendations of families and friends. Since the previous renewal, where the Latino population was approximately 47%, the student population increased to 60.2% in the 2023-24 school year. As our Latino population has increased, so has the percentage of students who are English Learners. Over the last 5 years, an average of 99% of our students qualified for free or reduced priced lunch.

[7] Data from the California School Dashboard

5-year Term Enrollment Roll-Out Plan					
Grade	**2025-2026**	**2026-2027**	**2027-2028**	**2028-2029**	**2029-2030**
TK	20	20	20	20	20
K	55	55	55	55	55
1	60	60	60	60	60
2	60	60	60	60	60
3	60	60	60	60	60
4	60	60	60	60	60
5	60	60	60	60	60
Total	**375**	**375**	**375**	**375**	**375**

This table indicates a decrease in the number of students from our previous petition submission. Prior to the pandemic, Watts Learning Center consistently met its enrollment goals. The Board has intentionally set enrollment goals below the previous maximum capacity of 400 provided in the charter petition. Class sizes were reduced to continue to increase academic outcomes for students as well as to allow for more space in classrooms and on campus. A 375-student population will be able to allow us to focus on quality instruction, services and intentional attention for all student in the classroom.

GOALS AND PHILOSOPHY

WLC VISION

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

WLC MISSION

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

PHILOSOPHY

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

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

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

Presently, our philosophy includes some of the following perspectives:

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

AN EDUCATED PERSON IN THE TWENTY-FIRST CENTURY

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

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

- Is a life-long learner.
- Effectively manages resources, and demonstrates personal qualities of responsibility, self- management, and integrity. This person can manage these resources because they have developed emotional maturity and stamina that allow them to make appropriate choices especially when in stressful or challenging situations.

- Works cooperatively with others and is open to new diverse perspectives. The individual is independent but is at the same time interdependent, being able to work jointly with others as equal partners.
- Is a creative and innovative thinker who can create new and worthwhile ideas and products, and solutions using the principles of design and technology.
- Consciously seeks to analyze how parts of a whole interact with each other to produce causes and effects.
- Masters and uses information, communication, design, and automation technologies to enhance his or her work, create and produce new and different useful products and services, and enhance the quality of his personal life.
- Technologically literate and is able to use technology to word process and conduct research.

HOW STUDENTS LEARN BEST

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

Students learn best when *learning goals and activities are meaningful and culturally relevant*. The cultural relevancy of how student learn best is directly related to LAUSD's target student population. Cultural relevancy is a need for instructional practices to serve our student population.

Students' values, attitudes, needs, and expectations must be considered when planning instruction. Instructional practices that support student learning include:

- Developing and sustaining a learning community where students know that they are cared about.
- Using pre-assessments to determine students' interests, knowledge, concepts, skills and cognitive strategies. This step informs the teacher about where instruction should begin and must be followed by periodic formative and summative assessments. It is should also be used to help students set goals.
- Sequencing of instructional presentation to ensure mastery of early steps before progressing to more complex levels—especially important to the teaching foundational literacy and math skills to most learners.
- Frequently checking for understanding and providing informative feedback—includes results of assessments and the effective use of cognitive strategies
- Using tools such as manipulatives, visuals, realia, exemplars, summaries, synthesizers, graphic organizers, etc. to ensure that learning is making sense and to facilitate the development of more sophisticated cognitive processes.

- Using and promoting the use and construction of visual models to represent concrete and abstract ideas.
- Modeling and coaching verbal and written explanations of content and cognitive strategies. These activities help students to explain what they know and to incorporate academic and content vocabulary while using the formal language registry, the language of work and school.
- Providing opportunities to apply knowledge in different contexts so that skills, knowledge, and concepts are transferred.

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)	
GOAL #1	
Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Continue to use data to support professional learning for all educators, paraprofessionals, and Leadership Team.	Related State Priorities: ☒ 1 ☒ 4 ☒ 7 ☒ 2 ☒ 5 ☒ 8 ☐ 3 ☒ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

1. ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM
2. MEASURING STUDENT PROGRESS – ASSESSMENTS
3. ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING
4. BROAD COURSE OF STUDY
5. MAINTAINING SAFE & CLEAN SCHOOL FACILITY
6. ADDRESSING SOCIALEMOTIONAL & BEHAVIORAL STUDENT NEEDS
7. SERVICES TO SUPPORT STUDENTS WITH DISABILITIES (SWD)

Expected Annual Measurable Outcomes

Outcome #1: ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM
Metric/Method for Measuring: Percentage of classroom staffed with highly qualified teachers
Watts Learning Center Charter School will employ a Principal and 13 appropriately credentialed classroom teachers for students in grades TK-5, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program. One substitute teacher will be employed to maintain continuity of instruction and prevent further interruptions to learning. Watts Learning Center Charter School will provide its students with 180 instructional days exceeding CA state requirement of 175 instructional days. Watts Learning Center Charter School will provide all educators (General Education & SPED) with a robust evidence-based professional development that includes: 03 days of intensive training in the Summer, to prepare for the 2024-25 school year, and an additional 5 non-instructional days during the academic year of professional learning to focus on data analysis, tiered supports, and instructional practice. The following are the areas of focus for summer professional development: • Positive Behavior Interventions & Supports (PBIS) • Designated ELD (dELD) • Accommodations/Modifications - SWD • Small group targeted intervention • Building structures • Curriculum: ELA, Math, & Science

Applicable Student Groups	Baseline (Based on staff credentialing)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*

Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

Outcome #2: MEASURING STUDENT PROGRESS – ASSESSMENTS
Metric/Method for Measuring: Decrease the distance from state for all students.

In order to measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support: • i-Ready Reading & Math Gr K-5: 3 times/year • ESGI (Kindergarten readiness) • Achieve 3000 • Curricular unit assessments • State-mandated assessments (IAB's: Gr 3-5) The Interventionists will collect, disaggregate, analyze, and present student achievement data to Leadership team and teachers to inform instruction. The State Board of Education (SBE) has approved Curriculum Associates i-Ready Assessments as a verified data source. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. i-Ready's online lessons provide

Applicable Student Groups	Baseline (Based on two or more grade levels below on iReady))	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	32% Math	5% increase	10% increase	15% increase	20% increase	50% increase
English Learner Students	35% Math	5% increase	10% increase	15% increase	20% increase	50% increase
Socioecon. Disadv./Low Income Students	32% Math	5% increase	10% increase	15% increase	20% increase	50% increase
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	21% Math	5% increase	10% increase	15% increase	20% increase	50% increase
African American Students	43% Math	5% increase	10% increase	15% increase	20% increase	50% increase
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	28% Math	5% increase	10% increase	15% increase	20% increase	50% increase
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

Outcome #3: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING
Metric/Method for Measuring: Percentage of students that will be enrolled in enrichment classes.
An area of concern is student performance in ELA as identified on the CA Schools Dashboard and student performance on i-Ready reading and math assessment demonstrating significant learning gaps. To further accelerate student learning, our 13 instructional aides will provide small group The ELA and Math Intervention Teachers will provide Tier 2 targeted intervention and academic support for students performing 3 or more years below grade level as measured using i-Ready assessments. Instructional Aides will provide increased services to students struggling academically and

will provide small group instruction. Classroom libraries will be purchase to further support literacy initiative. To further accelerate student learning, address learning gaps and provide additional academic support, our students will have access to a comprehensive system for supporting student mastery of content specific standards. Watts Learning Center Charter School will also provide the following extended learning opportunities for students: • Summer School: • After-school tutoring • Saturday School tutoring

Applicable Student Groups	Baseline (Based on percentage of student 2-3 years below grade level)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	39% ELA	5% decrease	10% decrease	15% decrease	20% decrease	50% decrease
English Learner Students	46% ELA	5% decrease	10% decrease	15% decrease	20% decrease	50% decrease
Socioecon. Disadv./Low Income Students	35% ELA	5% decrease	10% decrease	15% decrease	20% decrease	50% decrease
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	53% ELA	5% decrease	10% decrease	15% decrease	20% decrease	50% decrease
African American Students	33% ELA	5% decrease	10% decrease	15% decrease	20% decrease	50% decrease
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	34% ELA	5% decrease	10% decrease	15% decrease	20% decrease	50% decrease
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

Outcome #4: BROAD COURSE OF STUDY
Metric/Method for Measuring: Percentage of students that have access to courses and high-quality teachers.
Watts Learning Center Charter School will provide all students with a broad course of study beyond core subjects that include the following: • Yoga: Gr 1 -5 • Music: Gr 4-5 • P.E: Gr Tk-5 • Dance: Gr Tk-5 Boys and Girls Program Drama Extensive research has concluded that music assists students in elementary in learning all subjecting by allowing them to critically think, about how society works and how different subjects connect to one another. Music also allows students to remember lessons and retain knowledge and concepts taught. Music instruction also improves children's communication skills, attention, and memory, all of which are critical to closing achievement gaps and learning gaps. Music provides an alternate strategy for support.

Applicable Student Groups	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

Outcome #5: MAINTAINING SAFE & CLEAN SCHOOL FACILITY
Metric/Method for Measuring: Fit report demonstrates good repair.
Watts Learning Center Charter School strives to provide all students and staff with a safe and clean school facility site. Annually, Watts Learning Center Charter School will complete the Facility Inspection Tool (FIT) report and address any issues/findings.

Applicable Student Groups	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	Good Condition	Good Condition	Good Condition	Good Condition	Good Condition	Good Condition
English Learner Students	Good Condition	Good Condition	Good Condition	Good Condition	Good Condition	Good Condition
Socioecon. Disadv./Low Income Students	Good Condition	Good Condition	Good Condition	Good Condition	Good Condition	Good Condition
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	Good Condition	Good Condition	Good Condition	Good Condition	Good Condition	Good Condition
African American Students	Good Condition	Good Condition	Good Condition	Good Condition	Good Condition	Good Condition
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Good Condition	Good Condition	Good Condition	Good Condition	Good Condition	Good Condition
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

Outcome #6: ADDRESSING SOCIALEMOTIONAL & BEHAVIORAL STUDENT NEEDS
Metric/Method for Measuring: Percentage of C.H.A.M.P.S referrals that are positive.
Another area of concern is chronic absenteeism rates as evidenced on the CA School Dashboard, a chronic absenteeism rates increased. Our school is committed to providing and strengthening social- supports through schoolwide implementation of SEL in combination with PBIS. The Attendance Clerk will collaborate with the Assistant Principal and conduct home visits of students that are at risk of chronic absenteeism, disengaged to re-engage them and assess whether there is a need to connect families with resources The Assistant Principal will oversee PBIS/CHAMPS implementation, address student behavioral issues, and coach Instructional Aides and teachers. We are also piloting a new SEL curriculum called second step. The Counselor will provide SEL counseling services and implement restorative practices. Teachers will implement daily community circles. The Counselor will also participate in professional learning - Crisis Prevention Institute (CPI); and provide staff training on de-escalation techniques, developing behavior repertoire with students. Watts Learning Center Charter School will provide students with Doby Boys SEL and Girls club activities.

Applicable Student Groups	Baseline (Based on the highest month of CHAMPS Positive Referrals in - September 2023)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	2535	0%	0%	0%	0%	0%
English Learner Students	546	10% increase	20% increase	30% increase	40% increase	50% increase
Socioecon. Disadv./Low Income Students	2535	10% increase	20% increase	30% increase	40% increase	50% increase
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	45	10% increase	20% increase	30% increase	40% increase	50% increase

African American Students	697	10% increase	20% increase	30% increase	40% increase	50% increase
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

Outcome #7: SERVICES TO SUPPORT STUDENTS WITH DISABILITIES (SWD)
Metric/Method for Measuring: Percentage of students with disabilities that meet or exceed the standard on iReady.
Approximately 9% of Watts Learning Center Charter School's students are Students with Disabilities. At WLC we have an inclusive SpEd program, all our students are in the general education program and our students are provided services via push in and pull out as indicated in their IEP. Some successes that we have experienced within our SpEd program are our students and families being able to participate in all aspects of our program at WLC which includes student enrichment programs and interventions, and parent/family workshops that help them best understand advocate for both the needs of their child and themselves. In terms of success, we can see progress for our students with disabilities with the current supports in place. Considering the same data and amount of progress we can note that our students with disabilities are not achieving growth at a rate comparable to their peers without disabilities. Going forward we will be implementing more time for targeted small group instruction as well as PD to be provided earlier to staff regarding how to utilize the information and accommodations within IEPs and our families to support our students to experience success at a greater rate

Applicable Student Groups	Baseline (Based on)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	80%	60%	70%	75%	80%	90%
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

GOAL #2

Continue to develop and implement a comprehensive, coherently focused, schoolwide Professional Development Plan that supports all teachers to improve the quality and delivery of a standards aligned and rigorous instructional program, that includes differentiation to address the diverse learning needs of all students (English Learners, Students with Disabilities), and that engages all learners in order to close the achievement gap among all student groups.

Related State Priorities:
☒ 1 ☒ 4 ☐ 7
☒ 2 ☒ 5 ☒ 8
☒ 3 ☒ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

1. PROFESSIONAL DEVELOPMENT
2. STRENGTHENING EL PROGRAM & SERVICES
3. CORE CURRICULAR PROGRAM NEEDS
4. CLOSING THE DIGITAL DIVIDE

Expected Annual Measurable Outcomes

Outcome #1: PROFESSIONAL DEVELOPMENT
Metric/Method for Measuring: Survey Participation for teachers attending PD
Watts Learning Center Charter School will provide all educators (General Education & SPED) with a robust evidence-based professional development that includes: 10 days of intensive training in the Summer, to prepare for the 2022-23 academic school year, and an additional 3 non-instructional days during the academic year of professional development to focus on data analysis, tiered supports, and instructional practice. An instructional coach will be hired to assist with coaching teachers to improve the quality of the delivery of their lessons to improve student outcomes. The following are the key areas of focus: • Mindfulness • PBIS • Social-emotional learning • Inspire Science (Science instruction) • Eureka Math • Journeys (reading/ELA) • Data-driven Instruction • Small Group Instruction • Special Education Teachers and Instructional Aides will participate in weekly Professional Development and/or staff development. Whetstone/School Mint Grow Coaching allows for customizable classroom observation platform that enables schools to grow their teachers through feedback. We have implemented the Teaching Well for the past 3 years.

Applicable Student Groups	Baseline (Based on)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

Outcome #2: STRENGTHENING EL PROGRAM & SERVICES
Metric/Method for Measuring: Percentage—Attendance reports certified in CALPADS
Another area of concern is the achievement gap among English Learners (EL) and EO's (non-EL). Watts Learning Center Charter School will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language and reduce the number to of long-term English Learners. English learners will receive daily designated and integrated ELD and teachers will participate in professional development (EL Rise - LACOE, Start SMART training) on ELD and evidence-based strategies for ELs. The EL Master Plan will be reviewed and revised by the Leadership team in collaboration with ELAC/EL-PAC, to reflect EL academic and language needs.

Applicable Student Groups	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learner Students	52.8%	meet or exceed target on CDE Dashboard	meet or exceed target on CDE Dashboard	meet or exceed target	meet or exceed target	meet or exceed target
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	N/A	N/A

Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	*	*	*	*	*	*
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

Outcome #3: CORE CURRICULAR PROGRAM NEEDS
Metric/Method for Measuring: Percentage of Students with access to core curriculum.
Watts Learning Center Charter School will ensure that all students have access to standards aligned curricular and instructional materials (ELA, Math, Science and Social Studies) and ELD for ELs and Gifted students. Consumables will be purchased for core subjects.

Applicable Student Groups	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

Outcome #4: CLOSING THE DIGITAL DIVIDE
Metric/Method for Measuring: Percentage of Students with access to laptops and devices on campus. 1-1 Laptop distribution
Watts Learning Center Charter School will ensure all students have access to a technology device to access curricular and/or supplemental materials/programs. IT Specialist will ensure devices are updated for use with state-mandated assessments. Watts Learning Center Charter School will make technology hardware/software purchases as necessary including Zoom subscriptions for virtual meetings.

Applicable Student Groups	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%

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

GOAL #3

Engage parents, families, and members of the community as partners through communication and education to support student academic achievement and provide a safe, supportive, inclusive, and positive learning environment.

Related State Priorities:
☒ 1 ☒ 4 ☐ 7
☒ 2 ☒ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

1. PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT
2. PARENT INPUT IN DECISION¬MAKING
3. OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION

Expected Annual Measurable Outcomes

Outcome #1: PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT
Metric/Method for Measuring: Suspension Rate
Watts Learning Center Charter School will provide all students with opportunities to engage in a variety of learning experiences through field trips to enhance learning, deepen student engagement and motivation; assemblies, including CHAMPS, Student of the Month, perfect attendance, and Fun Friday. The School Safety Plan will be reviewed and revised annually by the administrative team in collaboration with the Campus Safety Officer and the School Nurse. Campus aides and campus safety officer will be employed to provide supervision and school safety. Watts Learning Center will ensure students receive health screenings as required (ex. Vision, hearing, etc.) Watts Learning Center will administer the Panorama SEL/school climate survey to students, staff/teachers and parents. Results will be analyzed by the administrative team to address student/school engagement, school culture, and school connectedness/climate.

Applicable Student Groups	Baseline (Suspensions on 23-24 CA Dashboard)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	Green	Blue	0%	0%	0%	0%
English Learner Students	Green	Blue	Blue	Blue	Blue	Blue
Socioecon. Disadv./Low Income Students	Green	Blue	Blue	Blue	Blue	Blue
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	Orange	Yellow	Green	Blue	Blue	Blue
African American Students	Yellow	Green	Blue	Blue	Blue	Blue
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Green	Blue	Blue	Blue	Blue	Blue
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

Outcome #2: PARENT INPUT IN DECISION¬MAKING
Metric/Method for Measuring: Parent Survey

At Watts Learning Center Charter School, parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). • English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • Parent Council

Applicable Student Groups	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	84%	85%	89%	90%	90%	90%
English Learner Students	84%	85%	89%	90%	90%	90%
Socioecon. Disadv./Low Income Students	84%	85%	89%	90%	90%	90%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	84%	85%	89%	90%	90%	90%
African American Students	84%	85%	89%	90%	90%	90%
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	84%	85%	89%	90%	90%	90%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

Outcome #3: OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION
Metric/Method for Measuring: Parent Participation Data and Ratings
Watts Learning Center Charter School will provide all parents including those representing unduplicated pupils (UP), and Students with Disabilities (SWD) with numerous opportunities to engage as partners in their child's education through the following opportunities: • Schoolwide events • Coffee with the principal • Parent Workshops o Math o Literacy o Science o ELD o SEL o How to motivate and support your child at home
The Parent Coordinator will collaborate with the principal to implement Parent University - Parent Education Bridge for Student Achievement Foundation (PEBSAF) workshops on various topics; and PowerMyLearning Parent workshops and utilize Parent Square to communicate with families. Parents will have access to PowerSchool's Parent Portal where they can track their child's attendance, behavior, academic progress and communicate with teachers/staff.
All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" criteria.

Applicable Student Groups	Baseline (Based on Panorma Survey)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	70%	85%	89%	90%	90%	90%
English Learner Students	70%	85%	89%	90%	90%	90%
Socioecon. Disadv./Low Income Students	70%	85%	89%	90%	90%	90%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	70%	85%	89%	90%	90%	90%
African American Students	70%	85%	89%	90%	90%	90%
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	70%	85%	89%	90%	90%	90%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

HOW OUR GOALS WILL IMPACT LEARNERS

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

INSTRUCTIONAL DESIGN

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

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

Our efforts are also focused on creating instructional program coherence ("IPC") which F.M. Newman et al. define as a set of interrelated programs for students and staff that are guided by

a common framework for curriculum, instruction, assessment, and learning climate, and are pursued over a sustained period. (School Instructional Program coherence: Benefits and challenges) Research conducted in Chicago public schools from 1998 through 2001 gave strong support for this principle. Their premise was that too many unrelated, unsustained programs, initiatives and strategies prevent schools from attaining higher levels of student achievement. Through surveys and interviews, an internal coherence score was determined for each school. When the results of the surveys and interviews were matched to school performance, the researchers found that schools with greater internal coherence had higher student achievement and teacher satisfaction.

Their findings support the instructional design we have described above.

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

CURRICULUM AND INSTRUCTION

Subject Area		Core or Non-Core
ELA	**English Language Arts** The K-5 California Journeys program, © 2017 by Houghton Mifflin Harcourt, was adopted and first implemented in the 2016-2017 school year. This program, selected by the California Department of	**Core**

	Education, fully meets the criteria across all five adoption categories. Following a thorough review by our teachers, administrators, and parents, we determined that California Journeys aligns well with our educational goals. The program provides a comprehensive suite of resources and instructional strategies designed to effectively teach and assess the Common Core State Standards (CCSS) for English Language Arts (ELA) and California English Language Development (ELD) standards. Each lesson spans approximately five days and includes instruction and assessments in word analysis, vocabulary development, comprehension of literary and informational texts, and writing. The sequence of instruction is logical, and there is coherence among the program's diverse components. An appropriate balance between narrative and informational texts allows students to engage in close reading, articulate their knowledge, and support inferences and claims both in discussion and writing. Beyond the teacher and student editions, the program offers extensive additional resources, including: • **Pacing guides** providing a year-long overview • Transitional Kindergarten guides • **Common Core Writing Handbook** with 30 lessons aligned to weekly writing instruction (Grades K-6) • **Decodable Readers** (Grades 1-2) • **Leveled Readers and Teaching Guides** (Grades K-6) • **Vocabulary Readers and Teaching Guides** to reinforce general academic vocabulary (Grades K-6) • **Trade Books** – full-length literary and informational texts (Grades 1-6) • **Assessments** (Grades K-6) Additionally, the program includes **Intervention resources** for both students and teachers. **Supplemental ELA Instructional Resources:** **Journeys, © 2017** by Houghton Mifflin Harcourt: Literature Anthologies organized thematically with leveled readers, lessons, and assessments to teach CA CCSS. Accessible in both digital and print formats. **DIBELS**: ELA assessments in phonemic awareness, phonics, fluency, vocabulary, and comprehension.	

	Word Wise focuses on key areas such as word analysis, vocabulary development, and comprehension of both literary through structured lessons and assessments	
English Language Development (ELD)	The goal of the school's ELD program is to provide consistent and effective, rigorous instruction for English Learners. With the adoption of the new ELA/ELD framework, in 2014, ELD standards are directly aligned to the CCSS ELA literacy and other content standards. *Integrated ELD* instructional strategies are used to support learning content, skills, concepts and strategies in all classes. This approach allows ELs to be fully engaged in learning as they develop proficiency in English. EL's also receive *designated ELD* instruction during the school day when teachers use the ELD standards to allow students to develop critical language needed for content learning in English. For *Designated instruction*, ELs may be clustered within one or more classrooms at each grade level based on their level of language development. As this population increases, students will also be regrouped during designated instruction. All teachers at WLC have certificates, credentials or permits that authorize instruction to English Learners. The Journeys program offers a robust framework for both integrated and designated ELD instruction within English Language Arts (ELA), supporting English learners in acquiring language skills essential for academic success. The program provides comprehensive lesson plans and a variety of resources, including differentiated instruction, visual aids, and interactive activities, tailored to address the specific needs of ELD students at various proficiency levels. Through a balanced approach of listening, speaking, reading, and writing exercises, students gain critical language skills aligned with California's ELD standards and Common Core State Standards (CCSS). To effectively monitor ELD progress, the Journeys program employs multiple assessment measures, ensuring a well-rounded understanding of each student's language development: 1. **Examination of Daily Work**: Teachers review students' daily assignments to track ongoing learning and adjust instruction based on observed needs and challenges in real-time.	**Core**

	2. **Performance Tasks**: These tasks allow students to demonstrate language skills in authentic contexts, such as storytelling, presentations, and collaborative activities, giving teachers insights into their ability to apply language in practical, meaningful ways. 3. **Textbook Assessments**: Journeys includes formative and summative assessments aligned with each unit, measuring student progress in vocabulary, comprehension, and language mechanics. 4. **Teacher Observations**: Teachers regularly observe students' verbal and written interactions, paying attention to language use, pronunciation, and comprehension. These observations offer immediate feedback on student progress and highlight areas needing additional support. 5. **ELD Portfolios**: Each student's portfolio includes samples of written work, progress tracking sheets, and reflections, serving as a comprehensive record of growth over time. Portfolios allow both teachers and students to see development across multiple areas of language learning. 6. **Annual ELPAC (English Language Proficiency Assessments for California)**: The ELPAC serves as a state-mandated, annual measure of English proficiency. It evaluates students' listening, speaking, reading, and writing skills, providing detailed data on language acquisition that helps guide instruction and identify students who are ready to exit the ELD program. By integrating these measures, the Journeys program supports a nuanced and responsive approach to ELD instruction, ensuring that each student's progress is continually monitored and that instructional strategies are adapted to meet evolving language needs. This multifaceted assessment approach helps students achieve language proficiency and supports their overall academic development. Instructional Resources • **Educeri**-The Educeri English Language Development (ELD) Program, developed by DataWORKS Educational Research, offers a comprehensive suite of digital lesson plans tailored for K-12 English learners. The curriculum emphasizes key literacy components, including phonemic awareness,	

	phonics, vocabulary development, reading comprehension, and writing. Each lesson is meticulously crafted to align with both Common Core State Standards (CCSS) and California ELD standards, ensuring that students receive instruction that is both rigorous and standards-based. To support educators, the program provides detailed pacing guides, instructional strategies, and assessments, facilitating effective teaching and monitoring of student progress. By integrating these resources, the Educeri ELD Program aims to equip English learners with the language proficiency necessary for academic success across all subject areas. • **Word Wise** effectively supports English Language Development (ELD) students by focusing on foundational elements such as phonemic awareness of the English language. Through structured practice with one-syllable words, high-frequency words, affixes, contractions, compound words, sentence analysis, and multisyllabic words, "Word Wise" helps students develop essential reading and comprehension skills. 1. **One-Syllable and High-Frequency Words**: These build students' confidence and fluency in recognizing common words quickly, which is especially helpful for early-stage language learners. 2. **Affixes and Contractions**: Teaching affixes (prefixes and suffixes) allows students to understand word structure and meaning more deeply, while contractions help them recognize commonly condensed word forms in everyday language. 3. **Compound Words**: By combining familiar words to form compound words, students expand their vocabulary and comprehension, making language connections that help in reading more complex texts. 4. **Sentence Analysis**: Analyzing sentence structure enhances students' ability to understand syntax and grammar, laying a foundation for creating their own sentences in speaking and writing. 5. **Multisyllabic Words**: Working with longer, multisyllabic words, prepares students for more advanced reading tasks and helps improve pronunciation, which is crucial for both academic and conversational fluency.	

	Together, these focus areas in "Word Wise" create a comprehensive approach to ELD, gradually building the skills students need for literacy proficiency and effective communication.	
MATH	**MATHEMATICS** **The Great Minds Math program Eureka Math² (Eureka Math Squared)** is a comprehensive K-5 mathematics curriculum designed to foster a deep understanding of math concepts through carefully structured lessons. Rooted in the latest educational research and insights, the program builds on the success of the original Eureka Math, emphasizing coherence, conceptual understanding, and procedural fluency to support young learners' mathematical growth. Here's how it specifically supports K-5 student learning: 1. **Conceptual Clarity and Coherence**: Eureka Math² organizes lessons in a logical sequence, guiding students from foundational math skills to more complex applications. Each concept builds on prior knowledge, creating a strong math foundation that ensures students fully understand one concept before moving on to the next. 2. **Visual and Concrete Representations:** The program provides visual models, manipulatives, and hands-on activities that help students grasp abstract concepts by seeing them in action. This approach is especially helpful in early grades, where students explore addition, subtraction, multiplication, and division through tangible objects before moving into abstract representations. 3. **Daily Problem-Based Learning:** Eureka Math² includes problem-solving tasks embedded in each lesson, encouraging students to explore and apply math concepts in real-world scenarios. These tasks help students build critical thinking and reasoning skills from an early age, preparing them for more advanced mathematical work. 4. **Differentiated Support for All Learners**: Recognizing that students have varying needs, the program includes scaffolding, extension activities, and differentiated support for learners at all levels. This allows teachers to provide targeted support for students who may struggle with foundational concepts while challenging those who excel.	**Core**

	5. **Ongoing Formative Assessments:** Eureka Math² integrates formative assessments within lessons, allowing teachers to gauge student understanding continuously. This frequent, low-stakes assessment approach helps identify areas where students may need additional support, providing immediate feedback and guiding instructional decisions. 6. **Focus on Mathematical Language and Communication:** To support language development alongside math skills, Eureka Math² emphasizes math vocabulary and precise language use. This focus on mathematical communication encourages students to articulate their thinking clearly, reinforcing both comprehension and verbal expression. 7. **Digital and Interactive Components:** The program offers a digital platform that includes interactive practice, visual models, and personalized learning pathways, giving students an engaging way to reinforce math skills outside the classroom. Digital tools also allow teachers to track progress and assign targeted practice based on each student's needs. 8. **Culturally Responsive Content and Real-World Connections**: The curriculum includes diverse examples and real-world applications that connect math concepts to students' everyday lives, making learning relevant and engaging. This approach builds a deeper appreciation for math, helping students see its value beyond the classroom. Eureka Math²'s thoughtful, structured approach to K-5 math education not only supports students in mastering essential skills but also instills confidence and a growth mindset, encouraging a lifelong appreciation and understanding of mathematics.	
SCIENCE	**Science** The **California Inspire Science 2020** program by McGraw Hill is an engaging K-5 curriculum designed to meet Next Generation Science Standards (NGSS) through hands-on exploration, critical thinking, and inquiry-based learning. This program supports young learners' understanding of science concepts by connecting real-world applications to core ideas in life, earth, and physical sciences. Here's how California Inspire Science helps students succeed with NGSS standards:	**Core**

	1. **Three-Dimensional Learning Approach**: The program integrates the three pillars of NGSS—Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs), and Crosscutting Concepts (CCCs)—in each lesson. This approach encourages students to not only learn scientific facts but also to think like scientists and engineers as they explore connections across disciplines. 2. **Hands-On Investigations and Experiments**: Inspire Science provides a wide range of hands-on activities and experiments that allow students to investigate concepts firsthand. These interactive investigations, such as building models, conducting tests, and observing natural phenomena, help students develop a deep understanding of scientific principles through direct experience. 3. **Phenomena-Based Learning**: Each unit begins with an engaging phenomenon—an observable event or process in nature—that sparks students' curiosity and provides a real-world context for the concepts they will study. By asking "Why?" and "How?" questions about these phenomena, students are encouraged to explore deeper and make connections to everyday life. 4. **STEM and Engineering Connections**: The program incorporates STEM activities and engineering challenges that prompt students to design, test, and refine solutions to problems. These challenges build essential problem-solving and critical thinking skills, aligning with NGSS engineering practices and preparing students for future STEM learning. 5. **Differentiated Instruction and Scaffolding**: Recognizing the diverse needs of learners, California Inspire Science offers differentiated instruction options, including leveled readers, visual aids, vocabulary supports, and digital resources. These tools enable teachers to adapt instruction to support all learners, including English Language Learners (ELLs) and students with varying academic needs. 6. **Digital Interactive Resources**: The Inspire Science platform includes digital resources like interactive simulations, virtual labs, and videos. These resources allow students to engage with concepts dynamically, reinforce their understanding, and visualize complex processes that may not be feasible in a physical classroom.	

	7. **Data Analysis and Interpretation**: Students regularly practice analyzing data from investigations, experiments, and models, developing skills in interpreting information, identifying patterns, and making evidence-based conclusions. These activities align with NGSS practices, preparing students to think analytically and understand scientific data. 8. **Cross-Disciplinary Literacy and Math Integration**: Aligned with Common Core ELA and Math standards, the program incorporates reading and writing exercises, vocabulary development, and mathematical applications. Students learn to communicate scientific ideas through reading comprehension, summarizing, analyzing, and using graphs and charts, enhancing their literacy and numeracy skills alongside scientific learning. 9. **Formative and Summative Assessments**: Inspire Science includes multiple assessment tools, such as formative checkpoints, performance-based assessments, and summative unit tests. These assessments help teachers monitor student progress, provide timely feedback, and adjust instruction as needed, ensuring each student achieves mastery of the NGSS standards. 10. **Building a Foundation for Scientific Literacy**: The program fosters scientific literacy by teaching students not only the "what" of science but also the "why" and "how." Through guided inquiry, collaboration, and evidence-based reasoning, students learn to approach science as a process of discovery, building a foundation for lifelong scientific curiosity and understanding. California Inspire Science empowers K-5 students to explore, investigate, and understand the world around them. By immersing students in a rich, standards-aligned learning experience, the program cultivates scientific thinking, problem-solving, and analytical skills essential for success in future academic and career paths	
SOCIAL STUDIES	**Social Studies** The **IMPACT California Social Studies 2019** program by McGraw Hill is a K-5 curriculum designed to build foundational knowledge in history, geography, economics, and civics while fostering critical thinking and analytical skills. Aligned with the California History-Social Science Framework and Common Core State Standards, IMPACT provides engaging content	**Core**

	and interactive resources to support young learners' understanding of social studies concepts. Here's how it supports student learning in grades K-5: 1. **Inquiry-Based Learning**: The program emphasizes an inquiry-based approach, encouraging students to ask questions, think critically, and investigate various perspectives on historical events and cultural developments. This method nurtures curiosity and allows students to engage actively with the material, promoting a deeper understanding. 2. **Interactive Digital Resources and Multimedia Content**: IMPACT includes a robust digital platform featuring videos, interactive maps, and primary source documents that bring historical events and concepts to life. These multimedia resources support diverse learning styles and help students connect with the material in ways that are visually and contextually engaging. 3. **Grade-Level Specific Content**: Each grade focuses on age-appropriate themes, starting with basic concepts in community and geography in early grades and expanding to state, national, and world history in later grades. This gradual expansion helps students build on prior knowledge and develop a comprehensive understanding of social studies as they progress through each grade. 4. **Primary Source Analysis and Critical Thinking Skills**: IMPACT provides ample opportunities for students to work with primary sources, such as historical documents, images, and maps. Activities like source analysis, comparing perspectives, and evaluating evidence encourage critical thinking and prepare students to interpret information effectively. 5. **Civic Engagement and Social Responsibility**: The program integrates lessons on civic engagement, social responsibility, and ethical decision-making. Through discussions on topics like community roles, citizenship, and democracy, students learn about their responsibilities in a democratic society, fostering an early appreciation for civic involvement. 6. **Differentiated Instruction and Support**: To meet the needs of diverse learners, IMPACT offers differentiation tools, such as leveled readers, scaffolded questions, and varied assessments. Teachers can adapt lessons to	

	support all students, including English Language Learners (ELLs) and advanced learners, ensuring that each student can access the content and engage meaningfully. 7. **Skill Development Across Disciplines**: Aligned with Common Core ELA standards, the curriculum includes activities that develop literacy skills, such as summarizing, comparing and contrasting, and identifying main ideas. These skills are reinforced through reading comprehension, vocabulary, and writing exercises, which help students communicate effectively across subjects. 8. **Hands-On Projects and Collaborative Learning**: IMPACT emphasizes hands-on projects and group work that allow students to apply concepts in collaborative, meaningful ways. Activities like reenactments, debates, and group presentations provide interactive opportunities for students to practice public speaking, teamwork, and empathy. 9. **Assessment Tools for Monitoring Progress**: The program offers multiple assessment tools, including formative assessments, performance tasks, and end-of-chapter tests. These assessments help teachers monitor student understanding, adjust instruction as needed, and provide targeted feedback to support growth. By integrating history, geography, and civics with engaging digital resources, interactive projects, and a focus on critical thinking, **IMPACT California Social Studies 2019** equips students with the knowledge, skills, and perspectives needed to become informed and engaged citizens.	
VAPA	**Visual and Performing Arts** The **Just Lovin Music Studios (JLMS)** program offers a dynamic and interactive approach to music education for students of all ages. Founded with a mission to inspire a lifelong love for music, JLMS provides high-quality instruction that builds confidence, creativity, and musical skills. The program encompasses a range of offerings, from early childhood music classes to advanced training in various instruments, all tailored to meet students' individual needs and goals. Here's how **Just Lovin Music** supports student learning in music: 1. **Comprehensive Music Curriculum**: JLMS combines fundamental music theory with practical training on instruments such as piano,	**non-core**

	guitar, drums, and voice. The curriculum is designed to progress from basic skills to more advanced techniques, allowing students to build a solid foundation in music literacy and performance. 2. **Engaging, Age-Appropriate Instruction**: Recognizing that music education should be fun and age-appropriate, JLMS offers programs for students from preschool through high school. Younger students participate in playful rhythm and movement activities, while older students engage in focused instrument training and performance skills. 3. **Hands-On Learning and Performance Opportunities**: The program emphasizes hands-on learning through practice and performance. Students are encouraged to participate in recitals, group performances, and showcases, helping them build confidence, stage presence, and a sense of accomplishment. 4. **Individualized and Group Lessons**: JLMS provides both one-on-one and group instruction options, allowing students to receive personalized feedback in private lessons and develop collaboration skills in group settings. Group lessons foster teamwork, listening skills, and ensemble experience, making music a social and engaging activity. 5. **Focus on Musical Expression and Creativity**: Just Lovin Music values creativity and encourages students to explore their own musical expression. Students learn not only to play and understand music but also to interpret it with personal flair, inspiring a deeper connection to their chosen instrument and to music as an art form. 6. **Culturally Diverse and Inclusive Repertoire**: The program includes a wide range of musical genres and styles, exposing students to music from various cultures and traditions. This diverse approach broadens students' understanding and appreciation of music, promoting inclusivity and respect for different musical backgrounds. 7. **Parent Involvement and Support Resources**: JLMS encourages parent involvement in the learning process and provides resources to support practice at home. This partnership with families fosters a supportive learning environment, helping students stay motivated and engaged.	

	8. **Community Outreach and Music Education Advocacy**: JLMS is committed to expanding access to music education in the community, offering workshops, summer camps, and community events that introduce music to new audiences. This outreach builds a network of support and appreciation for music education. Through a nurturing, well-rounded approach to music instruction, **Just Lovin Music Studios** empowers students to develop their talents and enjoy a fulfilling, lifelong journey in music.	

INTERVENTION AND ENRICHMENT PROGRAMS

INTERVENTION

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

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

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

ADDITIONAL ACADEMIC SUPPORT AND ENRICHMENT

The Watts Learning Center provides a before and after-school program in collaboration between WLC and the STAR Education Program ("STAR"). The STAR Education Program helps to improve test scores through innovative instructional programs and providing enrichment for lifelong success. The literacy support program is designed to support reading skills development, supporting acquisition of grade level standards, including vocabulary development, comprehension skills, and reading fluency. The STAR Math Plus Program provides students with the opportunity to develop grade level math skills and problem-solving skills. Additionally, STAR offers enrichment classes such as chess, art, dance, music, Spanish and capoeira, Brazilian martial arts, classes. New classes continue to be developed, based on student interests.

There is also an Early Bird program which provides intervention and enrichment from 7:00 to 7:50 am daily. Intervention is based on students' academic needs, enrichment activities on students' interest. Classes are taught by credentialed teachers.

The after-school program provides daily academic support in homework, reading, language arts and mathematics, daily enrichment classes, and a healthy after school snack. The regular instructional program and the after-school program employs instructional aides who work in both programs.

To provide opportunities for deeper learning, all students engage in contextual learning experiences through three or more field trips a year. Trips have been taken to the San Diego Zoo, TreePeople in Malibu canyon, UCLA Festival of Books, various performing arts concerts, LEGOLAND, Green Meadows farm, tidal pools at the beach, Long Beach Aquarium, and San Juan Capistrano Mission to name a few.

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

Additionally, in an effort to support students who are performing below grade-level at the end of the academic year, WLC offers "Camp Learn". Students on all grade levels who need additional help in reading, language arts and math attend this six-week program during the summer. This program consists of academic subjects taught in the mornings by the credentialed teaching staff. Teachers' instructional plans are based on students' needs and use content and activities from science or social studies.

CULTURAL EVENTS AND INTERNATIONAL TRAVEL

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

International travel is now a biennial event that allows fourth and fifth grade students to enjoy a shared learning experience with parents, teachers, Board and community members. It provides WLC students the opportunity to compare the differences and similarities of the United States with other countries, gain an understanding of how various cultures have developed, and experience the world as a classroom. During the 2002-03 school year, staff and parents

traveled to South Africa to enrich the background knowledge of students. Two years later in 2004, another group of WLC parents, students and staff traveled to Senegal and The Gambia to learn and study about another part of Africa. In December 2006, they traveled to Ghana, Togo, and Benin. In 2008, a group of 32, traveled to South Africa and in 2010, 30 students and parents went on a trip of a lifetime to Egypt. Since then, students have traveled to Costa Rica, and to Senegal and Benin. Plans are now being made to travel to Brazil. In 2023 students traveled to Egypt again.

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

INSTRUCTIONAL METHODS AND STRATEGIES

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

- ✓ Clear goals and objectives that provide appropriate challenges for all students and are based on assessments of skills, and topical content. Goals and objectives are communicated in student friendly language using academic discourse.
- ✓ Use of materials that have flexible formats to support all students' learning.
- ✓ Scaffolded learning activities and experiences that use multiple modalities, and integrate subject matter, current events, the arts and contain culturally relevant content.
- ✓ Direct teaching of academic and domain specific vocabulary employing researched based practices.
- ✓ Language development for English Learners, and Standard English learners (SEL) is integrated in core lessons.
- ✓ Differentiated and small group instruction. ELs designated instruction based on their levels.
- ✓ Frequent checking for understanding—usually every 5 – 8 minutes especially when new information and skills are being presented. This must include verbal responses, often first modeled by the teacher to summarize, paraphrase, and explain or support answers or claims.
- ✓ Regular formative assessments that help the teacher and each student gauge progress.
- ✓ The use of models (student, teacher-created, and professional) and exemplars which are continuously available during the development of skills, strategies, concepts, and content. These are in students' notebooks and often posted on the walls or chart racks for easy reference.

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

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

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

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

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

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

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

feel, hear, see, smell, and taste. Students are also learning to analyze patterns so that they can compare, and contrast what they already know to new experiences, objects, systems and patterns. Self-questioning helps the learner to set purposes for learning, to self-monitor comprehension, and to develop and refine new schema by constructing new concepts and new knowledge.

HOW OUR METHODS AND CURRICULUM SUPPORT THE IMPLEMENTATION OF STANDARDS

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

HOW OUR INSTRUCTION SUPPORTS STUDENT USE OF TECHNOLOGY

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

The entire school is networked to facilitate internet access. Our recently upgraded infrastructure ensures robust WIFI capacity to support increased technology usage while maintaining efficient internet connections for all students and staff. Advanced monitoring capabilities help ensure students stay on task. The school has fully implemented Google Docs for students and staff, enabling sharing of information and immediate feedback on student work. Teachers have been equipped with Interactive Promethean Boards, allowing them to display interactive worksheets, presentations, and video content. Additionally, all teachers now have access to Office 365, providing them with industry-standard software tools to enhance their lesson planning and continue developing proficiency in the use of technology.

Transitional Kindergarten

As of the 2024-25 academic year, there are 20 TK students enrolled at WLC. The program is equal in length to the kindergarten program. Young children learn best through hands-on experiences and benefit from many opportunities for practice with their peers while guided and supported by their teacher. Students strive to make connections between all the new ideas and information they are learning. Our teachers, therefore, and make a deliberate effort to reinforce connections by explicitly relating topics and incorporating rich themes into their lesson plans. Throughout each day, TK teachers integrate math, language and literacy development, social emotional skills and English language development. For example, teachers plan lessons that allow young children to: absorb new vocabulary while they explore math concepts; practice turn taking and cooperation while they figure out a sorting activity; play a game, recite a rhyme, and

learn alliteration in songs and chants involving science; and learn new academic English through meaningful play, explicit instruction at the same time contextualized.

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

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

TK teachers shall have the appropriate qualifications, as set forth in Education Code Section 48000(g), to work with this age group, and the Charter School shall maintain the pupil to adult ratio set forth in law.

2025-2026 WATTS LEARNING CENTER SCHOOL YEAR CALENDAR

07/04/25..... Independence Day
08/11/25..... First Day of Instruction
08/29/25..... Admission Day
09/01/25..... Labor Day
11/11/25..... Veterans Day
11/27 - 11/28/25.....Thanksgiving Holiday
12/22/25 - 01/02/26 . .Winter Break
01/05/26..... Second Semester Begins

01/19/26..... Dr. Martin L. King Jr. Birthday
02/16/26..... Presidents' Day
03/27/26..... Cesar E. Chavez Birthday
03/30 - 04/03/26.....Spring Break
04/24/26..... Armenian Genocide Day
05/25/26..... Memorial Day
05/29/26.....Last Day of Instruction
06/19/26.....Juneteenth Holiday

	Summer School / Summer Bridge
	Professional Development/ No School
	Orientation / Enrollment Fair
	First Day/ Last Day of Instruction
	Professional Development Day Early Dismissal at 1:45 PM
	Minimum Day Dismissal at 12:30 PM
	Pupil Free Day/ No School/ Staff Work Day
H	Holiday - School Closed
	School Recess-Thanksgiving, Winter, Spring Breaks-(no school)
	Progress Report Parent Conference
	Parent Conferences
	Back-to-School Night 09/26/2023
	CAST State Exam (5th Grade Science)/CAASPP 05/05 - 05/30
	Second Semester Begins
	Enrollment Fair

WATTS LEARNING CENTER 2025-2026 SAMPLE BELL SCHEDULE

Monday

	Start	End	Minutes
Drop Off	7:00 AM	7:50 AM	50 minutes
Breakfast	7:15 AM	7:45 AM	30 minutes
Class Start	7:50 AM		
Instruction Begins	8:00 AM		
TK Recess	9:15 AM	9:35 AM	20 minutes
K-1 Recess	9:40 AM	10:00 AM	20 minutes
2nd - 4th Recess	10:05 AM	10:25 AM	20 minutes
3rd- 5th Recess	10:30 AM	10:50 AM	20 minutes
Tk - 1st Lunch	11:15 AM	12:05 PM	50 minutes
2nd - 5th grade Lunch	12:15 PM	1:05 PM	50 minutes
Dismissal	1:45 PM		

Tuesday through Thursday

	Start	End	Minutes
Drop Off	7:00 AM	7:50 AM	50 minutes
Breakfast	7:15 AM	7:45 AM	30 minutes
Class Start	7:50 AM		
Instruction Begins	8:00 AM		
TK Recess	9:15 AM	9:35 AM	20 minutes
K-1 Recess	9:40 AM	10:00 AM	20 minutes
2nd - 4th Recess	10:05 AM	10:25 AM	20 minutes
3rd- 5th Recess	10:30 AM	10:50 AM	20 minutes
Tk - 1st Lunch	11:15 AM	12:05 PM	50 minutes
2nd - 5th grade Lunch	12:15 PM	1:05 PM	50 minutes
PE/Yoga	1:30 PM	2:30 PM	60 minutes
Dismissal	2:45 PM		

WATTS LEARNING CENTER 2025-2026 SAMPLE MINIMUM DAY BELL SCHCHEDULE

Minimum Day

	Start	End	Minutes
Drop Off	7:00 AM	7:50 AM	50 minutes
Breakfast	7:15 AM	7:45 AM	30 minutes
Class Start	7:50 AM		
Instruction Begins	8:00 AM		
TK Brunch	9:15 AM	9:40 AM	25 minutes
K-1 Brunch	9:45 AM	10:10 AM	25 minutes
2nd - 4th Brunch	10:15 AM	10:40 AM	25 minutes
3rd- 5th Brunch	10:45 AM	11:10 AM	25 minutes
Dismissal	12:30 PM		

WATTS LEARNING CENTER 2025-2026 SAMPLE DAILY CLASS SCHEDULE

Sample Schedule

Kinder	Start	End	Minutes
Breakfast	7:15 AM	8:00 AM	45 minutes
Daily Calendar/SEL	8:00 AM	8:30 AM	30 minutes
Journeys Reading	8:30 AM	9:10 AM	40 minutes
Word study/ELD	9:10 AM	9:40 AM	30 minutes
Recess	9:40 AM	10:00 AM	20 minutes
Journeys Word Work/Journeys Phonics/Guided Reading	10:05 AM	10:50 AM	45 minutes
Eureka Math	10:50 AM	11:15 AM	25 minutes
Tk - 1st Lunch	11:15 AM	12:05 PM	50 minutes
Restroom/quiet time	12:05 PM	12:15 PM	10 minutes
Eureka Math Continued	12:15 PM	12:35 PM	20 minutes
Science/ Social Studies	12:35 PM	1:35 PM	60 minutes
iReady	1:35 PM	2:30 PM	55 minutes
Dismissal	2:45 PM		

3rd Grade	Start	End	Minutes
Breakfast	7:15 AM	8:00 AM	45 minutes
Morning Work	8:00 AM	8:15 AM	15 minutes
Phonics	8:15 AM	8:55 AM	40 minutes
Reading	8:55 AM	9:45 AM	50 minutes
Word Study/ELD	9:45 AM	10:30 AM	45 minutes
Recess	10:30 AM	10:50 AM	20 minutes
Math	10:50 AM	12:15 PM	85 minutes
Lunch	12:15 PM	1:05 PM	50 minutes
Rotations - iReady/science/social studies	1:10 PM	2:40 PM	90 minutes
Dismissal	2:45 PM		

5th Grade	Start	End	Minutes
Breakfast	7:15 AM	8:00 AM	45 minutes
Morning Boardwork	8:00 AM	8:30 AM	30 minutes
Math/Small Group	8:30 AM	10:00 AM	90 minutes
ELD/Computer Lab	10:00 AM	10:30 AM	30 minutes
Recess	10:30 AM	10:50 AM	20 minutes
ELA	10:50 AM	12:15 PM	85 minutes
Lunch	12:15 PM	1:05 PM	50 minutes
Science/ Social Studies/ PE	1:05 PM	2:00 PM	55 minutes
Computer lab/ Independent Work	2:00 PM	2:40 PM	40 minutes
Dismissal	2:45 PM		

RSP	Start	End	Minutes
Kinder Pull - Out 4th grade Push- In	8:00 AM	8:30 AM	30 minutes
1st grade Pull Out K push In	8:30 AM	9:00 AM	30 minutes
2nd grade Pull Out 4th-grade push In	9:00 AM	9:30 AM	30 minutes
4th & 5th Pull Out	9:30 AM	10:00 AM	30 minutes
1st grade Pull Out & Push In	10:00 AM	10:30 AM	30 minutes
4th grade Push In	11:00 AM	11:30 AM	30 minutes
5th grade pull-out	11:30 AM	12:00 PM	30 minutes
IEP/SST	12:30 PM	2:30 PM	120 minutes

INSTRUCTIONAL DAYS AND MINUTES

This table below represents the instructional minutes based on the 180-day calendar.

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	151	355	32	295	3	220			186	36000	63705	27705
1	Yes	151	335	32	275	3	200			186	50400	59985	9585
2	Yes	151	335	32	275	3	200			186	50400	59985	9585
3	Yes	151	335	32	275	3	200			186	50400	59985	9585
4	Yes	151	335	32	275	3	200			186	54000	59985	5985
5	Yes	151	335	32	275	3	200			186	54000	59985	5985

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

Vacancies for teachers are filled in many ways:

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

PROFESSIONAL DEVELOPMENT PROGRAM

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

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

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

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

4. Data driven instruction.
5. Collaborative planning and problem solving.

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

Professional Development Schedule:
Monday Weekly minimum day
Weekly grade level common planning

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

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

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

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

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

planning and to become more metacognitive and reflective in the process. For the formal process, the principal evaluates:

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

PROFESSIONAL DEVELOPMENT FOR INSTRUCTIONAL ASSISTANTS AND AMERCORPS SENIOR CORPS FOSTER GRANDPARENTS VOLUNTEERS

The professional development plan for Instructional Aides and our volunteer AmeriCorps Seniors as Foster Grandparents is intricately aligned with the school's broader educational program and goals for student achievement. Our Senior Corps Foster Grandparents play an integral role in mentoring and tutoring students while also providing an intergenerational connection that students may lack in their own families.

These monthly meetings of IAs and SCFGs are designed to equip support staff with the tools and knowledge necessary to enhance classroom instruction effectively. By focusing on understanding and implementing the Common Core State Standards (CCSS), instructional practices, and materials, these sessions ensure that aides can provide meaningful support that directly complements the efforts of teachers in achieving academic excellence.

Training in essential skills, such as behavior management and strategies to support academic learning, further enables these staff members to foster an environment conducive to student success. Additionally, aides and campus staff participate in training alongside teachers to learn Play Works strategies, which promote structured, collaborative play during recess and lunch. This initiative not only enriches the social-emotional development of students but also reinforces the school's commitment to holistic education.

To ensure a safe and supportive learning environment, all staff undergo health and safety training, including First Aid, Cardio-Pulmonary Resuscitation (CPR), and Epi-Pen usage. These qualifications prepare aides to respond effectively to medical emergencies, aligning with the school's emphasis on student well-being. Furthermore, aides and teaching assistants are trained as members of the Fire/Rescue Team, ensuring preparedness to manage emergencies and prioritize student safety.

By integrating professional development with the school's educational objectives, this plan empowers support staff to play a critical role in the delivery of a comprehensive and effective educational program.

QUESTIONS LIKE THE FOLLOWING WILL GUIDE OUR EVALUATION OF PD EFFECTIVENESS

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

<u>PROFESSIONAL DEVELOPMENT PLAN TOPICS</u>

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

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

15. Math Intervention groupings
16. Using narrative exemplars and rubrics
17. Word Study Program
18. LGBTQ Staff Development training

MEETING THE NEEDS OF ALL STUDENTS

English Learners

Watts Learning Center will adopt the LAUSD Master Plan for English Learners.

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

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California. The ELPAC has four proficiency levels (Level 4: Well-developed; Level 3: Moderately developed; Level 2: Somewhat developed; and Level 1: Minimally developed) and is aligned with the California Roadmap and ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

EL PROGRAM

WLC's goal of EL program goal is to provide consistent and effective, rigorous instruction for English Learners. To that end, the school has adopted the LAUSD English Learner Master Plan, and has plans to develop its own plan in the future. The ELD standards are directly aligned to the CCSS ELA literacy and other content standards. ***Integrated EL*** instructional strategies are used to support learning content, skills, concepts and strategies in all core and non-core classes. This approach allows ELs to be fully engaged in learning as they develop proficiency in English.

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

English learners are often behind their native English-speaking peers in reading achievement. This is generally not the case here at WLC. We continue place strong emphasis on teaching foundational literacy for all students including ELs. Differentiated instruction is provided for

students based on their literacy skills in their primary language and in English. As mentioned earlier, small group instruction is a primary strategy that ensures students make rapid progress in acquiring foundational and other ELA skills. Our experience has confirmed research findings that English learners can learn to read in English at a rate comparable to native English speakers. Therefore, all ELs are taught to read in English from their first days of school. Students are screened and their progress closely monitored. Reading intervention is provided during and after school and during summer school. They also receive intensive direct instruction and participate in experiences designed to teach basic, academic, and domain or subject matter vocabulary, for which the Journeys program provides numerous integrated resources.

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

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

USING THE RESULTS OF ELPAC

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

PROVIDING MEANINGFUL ACCESS TO THE FULL CURRICULUM

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

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

Effective instructional methods, techniques and strategies have the following characteristics:

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

Word Study Program

WLC has adopted the Word Study Program for designated ELD time. Word Study helps students understand the structure and meaning of words, improving their skills in spelling, vocabulary, phonics, and word recognition—key components for both language and literacy development. During this time, students will engage in activities that target their oral language skills, reading comprehension, and writing proficiency through structured word study lessons. Word Study not only helps with decoding and spelling but also builds a deeper understanding of how language works, which is critical for students acquiring a new language. This focus will assist students in building the foundational skills they need for reading and writing, while simultaneously improving their listening and speaking skills. Please ensure that this time is clearly marked as Designated ELD with a focus on Word Study in your schedules. Teachers should actively engage EL students in interactive, language-focused activities during this time to support their progress in all four domains of language development: Listening, Speaking, Reading, and Writing. The EL Instructional aide has a pull-out schedule where students come to her for 30 minutes twice a week. The focus during this time is on the Educeri curriculum, a designated ELD program. Educeri provides test prep to help students prepare for the Summative ELPAC in February. The EL instructional aide will also push in to work with students who are below a Level 3 on ELPAC. These students will receive extra support on Word Study in the classroom.

ANNUAL EVALUATION

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

PROCESS FOR EL RECLASSIFICATION

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

- Overall Summative ELPAC score of “4” or Alternate ELPAC score of “3”
- Trimester Report Card Scores of “3” or “4” in grade-level ELA course
- Performance on the i-Ready Reading Diagnostic is at the 50%ile or higher (grade-level basic skills assessment)

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

- Teacher consultation and recommendation
- Parent consultation
- CAASPP scores for students in Grades 3-5 (when available)

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

MONITORING THE PROGRESS OF ELS AND RECLASSIFIED RFEPS

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

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

MONITORING PROGRESS OF LONG-TERM ENGLISH LEARNERS

A Long-Term English learner (LTEL) is a student who has been enrolled in an American school for more than six years, and is not progressing toward **English** proficiency, and is struggling academically due to limited **English** skills.

The following steps are helpful in monitoring progress of LTELs:

1. Use i-Ready or similar assessments to identify specific skills, and performance levels, and to monitor growth over time.
2. Use the i-Ready Lesson Program for frequent monitoring of students’ growth in response to instruction.
3. Assess students’ foundational skills using a screening instrument to determine the need for reading intervention focused on foundational skills.
4. Use the ELPAC to determine proficiency levels and strengths and weaknesses in each domain. ELPAC will also provide information on ELA/ELD standards.
5. Closely monitor and evaluate students’ responses to interventions and ELD instruction— especially growth in oral language, speaking and listening, because it is the foundation for continued development of English Language skills.

6. Look for increased class participation and greater motivation to participate in classroom discussions

GIFTED AND TALENTED PROGRAM

The objective of our GATE Program is to identify students with exceptional talents and abilities and provide them with a tailored educational program to meet their unique needs.

Guidelines for Identifying GATE Students

1. Intellectual Ability: We identify students who display advanced intellectual potential. Evaluation methods include, but are not limited to:

- Pearson Otis-Lennon School Ability Test (OLSAT) with scores in the 90th percentile or above.
- Consistently advanced performance in academic work and exceptional achievement test scores.
- Scoring Above Grade Level on the End of Year i-Ready Assessment. Meeting or exceeding standards on CAASPP ELA, CAASPP Math, CAST, and other standards-based assessments.
- High achievement as demonstrated by report card scores of 3's and 4's.
- Teacher recommendations based on the Student Profile of Gifted Characteristics.
- Lexile scores within the Advanced or High Proficient range.

2. Creative Ability: Students who demonstrate original thinking and the ability to find innovative solutions, including:

- Overcoming challenges in thinking and problem-solving.
- Developing unique solutions to complex problems.

3. Specific Academic Ability: Students who excel at advanced levels in particular subjects.

4. Leadership Ability: Students who exhibit exceptional leadership behaviors.

5. Visual and Performing Arts Talent: Students who show extraordinary skill or originality in the arts.

6. Early Support for Young Students: Kindergarten through Grade 2 students are supported even if they have not been formally identified as gifted.

Student Profile of Gifted Characteristics

GATE students may exhibit the following traits:

- Observant: Keen awareness of changes around them.
- Curious: Investigates inconsistencies or unusual events.
- Inquisitive: Consistently asks "Why?" and "How?"
- Logical: Recognizes cause and effect relationships.
- Expressive: Articulates thoughts with advanced vocabulary.
- Inventive: Finds novel solutions to challenges.

- Versatile: Adapts easily and participates in diverse activities.
- Persistent: Shows intense focus on tasks.
- Sensitive: Exhibits empathy toward others.
- Perceptive: Understands the essence of complex situations.

Meeting Educational Needs of GATE Students

A GATE Advisory Committee, including parents, teachers, students, the WLC principal and the GATE Coordinator, will meet regularly to assist with program planning and assessment. The school actively seeks referrals from teachers and parents, particularly among underrepresented groups.

The program includes:

1. Regular meetings of the GATE Advisory Committee for program assessment and planning.

2. Training for all staff on the nomination process and characteristics of gifted learners.

3. Information and training for teachers, parents, administrators, and counselors on the social and emotional development of gifted students.

4. Flexible classroom groupings based on student needs, including cross-grade clusters.

5. Support for GATE students as part of the regular school day.

6. Opportunities for continuous progress and intellectual peer interaction.

7. Condensed core curriculum tailored to gifted students' needs, with an in-depth focus on math and science.

8. Curriculum differentiation aligned with inquiry, self-directed learning, debate, and metacognitive strategies.

9. Reinforced curriculum that supports abstract thinking and broad content area concepts.

10. College and career guidance aligned with each student's strengths.

Monitoring the Progress of GATE Students

The principal or assistant principal will monitor progress of gifted and talented students achieving above grade level.

1. Program assessments are designed to measure GATE goals and standards.

2. Multiple traditional and nontraditional assessments are used, including standardized tests, questionnaires, and performance-based measures. GATE students are expected to meet or exceed standards on CAASPP assessments.

3. Performance levels are established through rubrics that parallel instructional strategies, including student inquiry, collaboration, and self-reflection.

STUDENTS ACHIEVING BELOW GRADE LEVEL

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

Methods & Tools for Identification	Identifying & Meeting Educational Needs	Monitoring Student Progress
• i-Ready Assessments identify students performing two levels below grade level. • In grades 3 – 5, students achieving at level 1 on CAASPP in reading and or math, are performing below grade level. This performance is also compared to MAP results. • Teachers administer DIBELS Individual assessments to determine risk. Fluency assessments are given in grades 2 – 5. • Teachers conduct a phonics survey of students who are most dysfluent in reading. (Focus in grades 2 – 5) • Teachers observe and interview students to reveal other critical information: work habits, social adjustments, emotional stability, interests, future goals, etc. • Conference with parents to gain insight about circumstances that may	• i-Ready screening assessments are used to identify specific instructional goals in reading and math. • Assessments of discrete phonemic awareness and phonics skills are used to determine specific foundational skills that need to be remediated. • The student's individual performance level and goals are shared with him or her—instructional and behavioral goals. • RTI groups-I, II, III are formed and students are instructed in small groups and individually based on the MAP and other data. Groups are all taught by credentialed teachers. • Instructional strategies as previously described are employed to teach objectives to students in all Tiers—I, II, and III. • Encourage students' efforts by giving authentic feedback on performance—What the	• The i-Ready assessment is administered at the beginning, middle, and end of the year to check progress and assign an individual Leeson plan for each student. The I-Ready My Path Lesson program is composed of lessons that are sequentially aligned within strands of conceptually related standards. • Administer the i-Ready assessment in the fall and spring to monitor student growth. • Use CAASPP interim block and summative assessments to monitor progress. • Use student work and have students explain what they know and how they know it. • Observe student behavior, attitudes, and work habits, for insight into mindset and the

impact students' performance.	student is doing well and how they have grown. • In response to monitoring student progress, adjust goals and instruction.	building of stamina and resilience

SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

WLC's population of socio-economically disadvantaged students was 99.7% based on data available through DataQuest for 2023-24. Generally, we place most of our emphasis on the economic part of this label. These students are not all the same, i.e., they are not all affected by their social and economic conditions in the same way. As educators, we need to develop deep understanding of our students' worlds and learn how we can provide resources and use methods that will help them to develop emotional control, academic skills, support systems, relationships and role models, and knowledge of hidden societal rules. Teaching societal rules, are also part of teaching appropriate school behaviors and societal norms. Primarily teachers and the principal are responsible for identifying, meeting needs and monitoring students' progress. However classified staff also are important as role models who have positive nurturing relationships with students.

Methods & Tools for Identification	**Identifying & Meeting Educational Needs**	**Monitoring Student Progress**
Observations of students—in the classroom and playground—Lookfors: • non-verbal or kinesthetic communications • The use of time • Planning, and organization • relationships with people • Temperament • problem solving • School norms **Interviews with students** • Have students orally retell a short story or a personal incident to determine if students use the formal-register story structure or a casual register • Give students prompts and brief stories to determine if they can identify the acceptable	• ***Communication***: Uses a casual register to tell stories, talks back and are extremely participatory while you're teaching! • ***Kinesthetic****:* physically aggressive, hands always busy, • ***Relationships***: Will work if they like you, need emotional warmth from teacher and peers to feel comfortable, possessive about the people they really like, like to entertain, dislike authority, disrespectful to the teacher. • ***Temperament:*** get angry easily and say what's on their minds. Does not use positive self-talk, • ***Problem Solving***: do not have a repertoire of options for solving problems	1. Give students instruction and support in using the formal register to tell stories and as part of the ELA curriculum orally communicating information. 2. Help student to learn other options to fighting and conflicts. 3. Allow students to doodle or draw if the task does not interfere with learning. 4. Write steps for completing task on the board or a chart. Have them use steps on the chart and for practice procedural self-talk. 5. Establish signals for times when students will practice positive self-talk.

behavior in a school or a social setting. • Procedural self-talk—have students explain steps used to complete a simple task. • Use pictures as a prompt to have students draw conclusions and support the conclusions with evidence in the picture.	• ***Planning, organization goals***: Cannot see what's on the page, can't seem to get started, don't do homework, only do part of an assignment, very disorganized • ***School norms****;* don't know or use middle-class courtesies, hands always on others, • ***Procedural steps***— Students does not recall follow steps	6. Teach conceptual framework as part of content—mentioned as part of teaching methods. 7. Use kinesthetic approaches for teaching various skills. 8. Use rubrics that students learn to apply to their performance. 9. Teach students to formulate and answer questions based on topic and story grammar. 10. Teach students to sort relevant from irrelevant cues. A focus on topical questions and story grammar helps 11. students to do this.

MONITORING STUDENT PROGRESS

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

STUDENTS IN OTHER SUBGROUPS

STUDENTS EXPERIENCING HOMELESSNESS

The principal will serve as the Homeless Liaison.

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at WLC.
3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by WLC, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
7. Charter School personnel providing services receive professional development and other support.
8. The Foster/Homeless Liaison collaborates with LACOE coordinators, community and school personnel responsible for the provision of education and related services to homeless children and youths.
9. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance.

FOSTER YOUTH

The principal will serve as the Foster Liaison.

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of Foster and Mobile Youth.
2. Ensure proper transfer of credits, records, and grades when Foster and Mobile Youth transfer to or from the Charter School.

    1. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or monies owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.
    2. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
        a. An expulsion hearing for a discretionary act under the Charter School's charter.
        b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
        c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which

the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.

3. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
4. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
5. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to school admin, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth.
6. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
7. Monitor the educational progress of foster youth and provide reports to the Schools' Admin. or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

A TYPICAL DAY AT THE WATTS LEARNING CENTER

A typical day at the Watts Learning Center begins at 7AM when *Early Bird* students arrive and begin working with their teachers who provide intervention to some and enrichment to others. At 8:00 am, students are in their classrooms and a day of rigorous learning begins. In every classroom, there are CCSS aligned instructional resources for every student, student work is posted on bulletin boards, projects on display, and a computer for every student

In a fourth-grade classroom, the teacher guides students through the steps of solving problems involving fractions. The session began with a brief review of the "Do Now" that students completed during the first five minutes of the class. The teacher connects this review and previous work with the day's objective, explaining why the objective is important and relating it to an everyday task of reducing a recipe for a cake that would normally serve 24 to one that will serve 16. The procedures are presented step by step using bar modeling, drawings, and a projection of a measuring cup to bring a level of concreteness to the lesson. The teacher frequently checks for understanding by having students write their responses on whiteboards. At other times equity sticks (student names written on sticks) are used to check individual understanding. Students respond in complete sentences. The teacher supports ELs by giving sentence stems and prompts. The teacher often asks students to explain an answer. After most students appear to be firm in their responses and able to self-talk through the steps, the teacher breaks the class into small groups and continues to work with those having difficulty, while others work independently, and a teaching assistant monitors and supports others. At the end of the class, students review verbalize (supports procedural self-talk) what they have learned and the steps or procedures. The teacher provides stems and questions for this step. Students write their summaries in their notebooks. In every classroom, a visitor sees

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

- ✓ Students able to explain and apply what they know

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

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

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

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

References

Carey, Kevin. "The Real Value of Teachers." Thinking K-16 *Winter 2004: 4 -5. Document.*

Newman, F.M., Smith, B, Allensworth, E, Bryk, A.S. School Instructional Program coherence: Benefits and Challenges*. Research. Chicago, IL: Consortium on Chicago School Research, 2001. Document.*

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

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all 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).)**

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 comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Measurable goals of the Educational program are found in the LCFF table in Element 1. Goals incorporate all 10 state priorities and include expected formative and summative assessments measures.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please refer to the LCFF table in Element 1

PERFORMANCE TARGETS ALIGNED TO STATE PRIORITIES

Please refer to the LCFF table in Element 1.

OTHER PERFORMANCE TARGETS

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

The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before June 30th of each year as part of a non-consent item at a regularly scheduled WLC Board meeting.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

The iReady assessment, given in the fall, winter, and spring, is a primary tool used to monitor students’ progress. The reports help teachers to focus instruction for the class, individuals and small groups.

The Panorama Student Survey is administered to gather essential feedback from students on various aspects of their school experience, including school climate, engagement, teacher-student relationships, and social-emotional learning (SEL) competencies. After each survey cycle, the school administration and staff engage in a thorough data analysis process to identify trends, strengths, and areas needing improvement. This collaborative review informs action plans and targeted interventions to enhance the school environment. By regularly analyzing and applying student feedback, Watts Learning Center ensures that its educational strategies are responsive to student needs, fostering a positive, inclusive, and supportive learning atmosphere for all students.

The administrative team, Executive Director, principal, and interventionists have the responsibility of directing and monitoring the assessment plan, including the implementation and use of the Panorama Student Survey. The survey is administered twice a year and provides essential feedback on students' perceptions of school climate, engagement, and social-emotional well-being. The principal and instructional leadership team meet regularly with grade levels to review students’ work, evaluate their progress on iReady assessments, and analyze Panorama survey results. This data-informed approach ensures that instructional practices and interventions are responsive to student needs.

Additionally, staff continuously monitor students' progress through weekly and bi-weekly assessments and evaluations of students’ work. Teacher-made assessments, rubrics, benchmark tests, teachers’ observations, checklists, and anecdotal records are used to determine whether students are making adequate progress toward mastering measurable, standards-based objectives. Benchmarks indicate the interim steps students have achieved in mastering standards and goals, serving as a gauge to monitor progress and assess whether they are on track toward attaining annual goals.

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

The following chart provides an overview of the types of assessments regularly used by the school local assessment structure includes, in addition to other standards-based and performance-based assessment tools, assessments in each of the core academic subjects, homework assignments, essays and projects, and teacher evaluation of in class performance. The aggregate results are periodically reviewed with the community to evaluate progress towards the measurable goals and terms outlined in the charter.

INTERNAL ASSESSMENTS

Assessment	Description	Rationale	Frequency
Screening Assessments • i-Ready Reading • i-Ready Math • DIBELS	**i-Ready Reading and Math** are adaptive screening assessments that identify student strengths and areas for growth, guiding personalized instruction to support grade-level proficiency and advancement.	The i-Ready assessments provide a comprehensive and adaptive approach to identifying students' strengths and needs across Math and ELA. By administering i-Ready assessments three times a year, educators receive detailed data on students' baseline skills, progress, and growth targets. This information is invaluable for tailoring support and intervention strategies to individual student profiles.	i-Ready Assessments Three times a year. Beginning (BOY), Middle (MOY), and End (EOY)
	The DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Fluency assessment is a standardized, one-minute assessment used to measure students' reading fluency, accuracy, and comprehension. It provides educators with actionable data on students' reading development, allowing for early identification of students who may need additional support in foundational literacy skills.	DIBELS Fluency assessments are essential for identifying and supporting students who may struggle with reading fluency and related literacy skills. By using DIBELS regularly throughout the year, educators gain insight into students' reading progress and can intervene early, setting students up for long-term success in literacy. The brief, targeted nature of the assessment minimizes instructional time lost while providing critical data to design effective interventions and track students' growth. DIBELS helps educators ensure that all students develop the reading fluency	DIBELS Three times a year. Beginning (BOY), Middle (MOY), and End (EOY)

		needed for comprehension and academic achievement in higher grades.	
Formative Assessments			
i-Ready Lessons and Quizzes CAASPP Interim Eureka Math Lesson and Unit Assessments Teacher/Staff created quizzes Curriculum Embedded assessment. Exit Tickets Check for Understanding (CFU's) Observations Student Work Panorama Student Survey CHAMPS PBIS	i-Ready Lessons are personalized, interactive online lessons in Math and ELA designed to support student growth by addressing individual skill gaps and reinforcing grade-level standards. Aligned with assessment results, these lessons adapt to each student's needs, offering engaging activities and instruction to foster mastery and build confidence. The CAASPP Interim Writing Assessment is a formative tool that evaluates students' writing abilities aligned with state standards. It offers educators a snapshot of student progress in various writing skills, from organization to clarity and evidence-based argumentation, allowing for timely adjustments in instruction. The Panorama Student Survey is a research-backed tool designed to gather insights into students' perceptions of their school experience. It covers areas such as school climate, engagement, sense of belonging, teacher-student relationships, and social-emotional learning (SEL) competencies. Educators use the data to inform strategies and practices that foster a supportive, inclusive, and effective learning environment. By	i-Ready Lessons provide targeted instruction based on each student's performance on i-Ready assessments, allowing for tailored learning paths that address unique strengths and weaknesses. This personalized approach ensures that students receive appropriate challenges and support, enhancing their learning experience and promoting skill mastery. By tracking student progress through these adaptive lessons, educators can monitor growth in real-time, adjust instructional strategies, and ensure that each student is on track to meet or exceed grade-level expectations. This consistent reinforcement of skills through interactive, Using the CAASPP Interim Writing Assessment enables educators to gauge students' writing proficiency throughout the school year, well before the summative CAASPP assessment. This early insight allows teachers to identify specific strengths and areas for improvement, informing targeted instruction and interventions. By regularly assessing and analyzing students' writing progress, educators can ensure students build the necessary skills for grade-level success and beyond. This assessment fosters continuous development in writing, ensuring students are well-prepared for end-of-year	For key standards and skill based objectives as needed according to the adaptive algorithm of the i-Ready assessment data. Writing assessment given three times per year. Upon completion of lessons and units as assigned.

	understanding students' perspectives, schools can better address their needs and enhance both academic and social-emotional development. The CHAMPS program at Watts Learning Center, which stands for *Courageous, Honest, Awoke, Motivated, Positive, and Supportive*, is a Positive Behavioral Interventions and Supports (PBIS) system. It is designed to foster a positive school culture that promotes student achievement through organized support and intervention structures. The program comprises a referral process, a school-wide incentive program, a student intervention network, and a socio-emotional curriculum.	expectations while supporting a data-driven approach to writing instruction. Using the Panorama Student Survey at Watts Learning Center provides valuable insights into students' social-emotional well-being, engagement, and perceptions of the school climate. Given the focus on fostering an inclusive and supportive learning environment in an urban community like Watts, the survey helps educators and administrators understand students' needs more deeply and address challenges specific to their context. This data-driven approach allows the Watts Learning Center to tailor interventions, improve teacher-student relationships, enhance school climate, and track progress over time, ultimately supporting students' academic and personal growth. It also aligns with the school's mission to create a positive, enriching learning environment that respects and responds to students' voices. The CHAMPS program addresses the need for a structured and supportive environment that encourages positive behavior and academic success. By implementing a cohesive PBIS system, Watts Learning Center aims to reduce disciplinary incidents and increase student engagement. The program's multi-tiered support approach allows for targeted interventions based on individual student needs, encouraging personal growth and accountability. Through regular incentives and public	

		recognition, CHAMPS reinforces positive behavior, building a community atmosphere where students feel valued and motivated. By fostering courage, honesty, awareness, motivation, positivity, and support among students, the CHAMPS program aligns with Watts Learning Center's mission to create a nurturing and achievement-focused school environment.	
Progress Monitoring & Benchmarks ELA, Math, and Science i-Ready Reading and Math DIBELS CAASPP Interims Unit Tests Teacher Created Assessment Science Projects and Report Portfolios Authentic Assessments Writing Performance Tasks	i-Ready Student Data Chats are structured conversations between educators and students that focus on reviewing i-Ready assessment data, discussing growth goals, and setting actionable steps for improvement. These chats help students understand their progress, strengths, and areas for growth in a supportive, goal-oriented manner. The DIBELS Fluency assessment, used as a progress monitoring tool, measures students' reading fluency over time through brief, one-minute assessments. Administered regularly, it tracks accuracy, speed, and comprehension in reading, providing data on students' literacy growth and identifying those who may need additional support. The CAASPP Interim Assessment, when used as a progress monitoring tool, provides periodic assessments in core subjects aligned with state standards. These assessments give educators	i-Ready Student Data Chats empower students by actively involving them in their learning journey. By reviewing their own assessment data, students gain insight into their academic progress, becoming more self-aware and motivated to achieve growth goals. These conversations foster a growth mindset, encouraging students to take ownership of their learning and set realistic, personalized goals. For educators, data chats provide an opportunity to build rapport with students, reinforce positive behaviors, and address specific learning needs. This individualized approach boosts student engagement, accountability, and ultimately supports a more targeted, effective learning environment. Using DIBELS Fluency as a progress monitoring tool is essential for ensuring that students are making consistent strides in foundational reading skills. Regular monitoring allows educators to see how interventions and instruction are impacting fluency development, enabling timely adjustments to better meet	

	insights into students' understanding and mastery of grade-level content, tracking progress in skills like reading comprehension, math problem-solving, and writing proficiency. Unit tests, teacher-created assessments, science projects, report portfolios, authentic assessments, and writing performance tasks are diverse progress monitoring tools used to evaluate students' learning and understanding over time. These tools allow educators to assess a variety of skills, from content knowledge to critical thinking and practical application, and are often customized to align with specific instructional goals.	students' needs. By assessing students' progress frequently, educators can quickly identify any regression or lack of improvement, allowing for immediate, targeted interventions. This approach supports a responsive learning environment, helping students stay on track for achieving grade-level reading proficiency and promoting long-term academic success. Utilizing CAASPP Interim Assessments for progress monitoring allows educators to evaluate students' academic growth throughout the year and identify areas needing support before the summative CAASPP assessment. Regularly assessing students against standardized benchmarks enables data-driven instruction and timely interventions, helping to close knowledge gaps and reinforce skills. This proactive approach ensures that students are progressing toward end-of-year goals, supports a clearer understanding of each student's learning trajectory, and fosters readiness for high-stakes assessments. By tracking performance over time, CAASPP Interim Assessments provide valuable feedback for both students and teachers, guiding instructional adjustments that promote sustained growth and achievement. These varied progress monitoring tools provide a holistic view of student learning by assessing both knowledge and skills in real-world contexts. Unit tests and teacher-created assessments	

		enable educators to check for understanding on specific content regularly, while science projects and report portfolios encourage students to apply concepts in hands-on and meaningful ways. Authentic assessments and writing performance tasks support the demonstration of deeper learning by challenging students to engage in problem-solving, creativity, and effective communication. By using these tools, educators can capture different dimensions of learning, track progress accurately, and make informed instructional adjustments. This comprehensive approach to progress monitoring ensures that students are consistently building the foundational skills and critical thinking abilities essential for long-term academic success and real-world readiness.	

Our school-wide assessment practices aim to support student growth and guide targeted instruction. By implementing adaptive tools like i-Ready, literacy screeners such as DIBELS, state-aligned CAASPP assessments, and authentic tasks, we achieve a comprehensive view of each student's learning progress. These assessments identify strengths and growth areas, supporting timely interventions and personalized instruction. Additionally, project-based assessments, unit tests, and teacher-created evaluations allow students to apply knowledge in meaningful contexts. Regular data discussions, such as i-Ready Student Data Chats, further involve students in goal-setting. This approach ensures all students progress toward or exceed grade-level expectations, fostering academic readiness.

Data Analysis and Reporting

We use a series of questions to interpret and understand the data on student performance. The chart below includes examples for our most commonly used assessments. i-Ready assessments offer multiple reports that enable us to analyze student performance at various levels—individually, by class, by grade level, and school-wide. Each student receives a growth report with specific objectives, providing valuable insights for targeted support and instructional planning.

Questions about i-Ready	How the Answers Inform Instruction, Curriculum, etc.

o Which groups have met or exceeded annual and stretch growth targets? o Which groups did not meet or exceed annual or stretch growth targets? o What number and percentage of students had negative growth? o For these groups, what accounts for the differences in growth in this specific academic strand? o Which students need intervention? o Which Students need enrichment? o What percentage of students in grades 3 – 5 are performing at or above grade level.	i-Ready provides detailed reports that address these questions, offering data that informs instruction, curriculum adjustments, and targeted educational interventions. Here's how i-Ready data supports each question and its impact on instructional decisions: 1. **Growth Targets** i-Ready's reports allow educators to see which groups of students have met or exceeded both annual and stretch growth targets. For groups not meeting targets, educators can explore factors affecting their progress, helping tailor instruction to address specific needs and adjust curriculum pacing for optimal support. 2. **Negative Growth** i-Ready identifies the number and percentage of students experiencing negative growth, enabling a closer examination of instructional methods, curriculum gaps, or external factors. Understanding these challenges informs necessary curriculum adjustments and targeted interventions to reverse negative trends. 3. **Academic Strand Differences** i-Ready breaks down performance by academic strands, allowing educators to identify areas where specific groups excel or struggle. This insight supports adjustments in instructional emphasis and curriculum resources, helping to strengthen understanding in challenging strands and sustain growth in stronger areas. 4. **Intervention and Enrichment Needs** i-Ready reports clearly identify students needing additional intervention or enrichment, streamlining the process of placing students in support or advanced programs. Targeted interventions are created for struggling students, while enrichment opportunities are provided for those who excel, ensuring every student has the opportunity to progress. 5. **Grade-Level Proficiency in Grades 3–5** i-Ready shows the percentage of students performing at or above grade level in specific grades, enabling educators to assess grade-wide and school-wide achievement. This data informs decisions on curriculum pacing, resource allocation, and the focus of instructional efforts to elevate all students to grade-level proficiency. By addressing these questions, i-Ready guides data-driven instructional planning, curriculum refinement, and individualized educational interventions, fostering an environment where each student can achieve measurable growth.

Questions DIBELS Progress & Benchmark Monitoring	How the Answers Inform Instruction, Curriculum, etc.
o How many and what percentage of our students are high risk? Moderate, low risk? o What percentage of grade K-5 students read with a fluency rate at the grade level or higher range? o What additional assessments support and explain why students are dysfluent?	DIBELS Fluency Assessments provide key insights that address each question, enabling informed decisions in instruction, curriculum, and interventions: 1. **Growth Targets** DIBELS tracks fluency progress and can indicate whether students are meeting expected growth benchmarks. For groups not meeting targets, DIBELS data prompts an examination of instructional practices and helps educators adjust reading fluency routines or incorporate targeted interventions for students needing additional support. 2. **Negative Growth** DIBELS highlights students experiencing a decline or lack of improvement in fluency, alerting teachers to potential challenges. Negative growth prompts a review of reading materials, instructional methods, or student engagement strategies, allowing for curriculum adjustments and personalized interventions to re-engage students and build foundational skills. 3. **Differences in Growth by Reading Component** DIBELS assesses specific components of reading fluency, such as accuracy and speed, allowing educators to pinpoint where students struggle most. This detailed view helps tailor instruction to address particular fluency components, whether through phonics support, repeated reading practice, or comprehension-building strategies, to close skill gaps effectively. 4. **Intervention and Enrichment Needs** By identifying students' fluency levels, DIBELS reveals who requires intervention and who is ready for enrichment. Struggling readers receive targeted fluency practice, while advanced readers may engage in activities that deepen comprehension and vocabulary. This approach ensures instruction matches students' needs, fostering improvement and preventing regression. 5. **Grade-Level Proficiency** DIBELS provides data on the percentage of students reading at or above grade-level fluency expectations. This information helps educators determine if the reading curriculum is effective for most students and

	informs decisions about necessary adjustments in pacing, practice intensity, or material differentiation to support school-wide reading proficiency. By answering these questions, DIBELS fluency data guides instructional adjustments, curriculum refinement, and targeted intervention planning, helping educators ensure all students are developing the fluency skills essential for reading success.

CAASPP Interim Writing Assessments and i-Ready	**How the Answers inform Instruction, Curriculum, and Intervention Support**
o What percentage of students at each grade level and by disaggregated groups are performing at Level 1 Standard Not Met, Level 2 Standard, Nearly Met, Level 3 Standard Met, and Level 4 Standard Exceeded? o How many students were within 10 scale points of the band above the range in which they scored? o On which claim(s) are students performing best? (by Grade, level, groups) o On which claim(s) are students performing the lowest? (by Grade, level groups) o To what extent does i-Ready o performance predict performance on CAASPP?	The CAASPP Interim and i-Ready assessments provide rich data that address these questions, guiding informed instructional, curriculum, and intervention decisions: 1. **Performance Levels (Standard Not Met, Nearly Met, Met, Exceeded)** CAASPP Interims offer detailed data on student performance levels across standards, disaggregated by grade and subgroup. This data helps identify where specific groups may need additional support or enrichment and informs targeted adjustments to curriculum pacing and focus. i-Ready's adaptive assessments further categorize students based on proficiency levels, which allows for parallel tracking of progress toward these state benchmarks and provides an early indication of students' alignment with CAASPP levels. 2. **Students Nearing Next Performance Band** CAASPP and i-Ready both identify students within a few points of the next performance band. This data reveals which students are close to meeting or exceeding standards, guiding the need for “just-in-time” interventions to help them achieve the next level. Focused instruction or enrichment activities can be implemented for these students to encourage small but impactful gains. 3. **Strengths in Claims by Grade, Level, and Group**

	Both CAASPP and i-Ready disaggregate performance by specific claims or domains, allowing educators to pinpoint which areas (e.g., reading comprehension, problem-solving) students are excelling in. By understanding these strengths, educators can leverage them in cross-disciplinary instruction, provide enrichment opportunities, and reinforce effective strategies to maintain high performance in these areas. 4. **Lowest Performance Areas by Grade, Level, and Group** Identifying weaker claims provides critical information for focusing intervention efforts. CAASPP Interims highlight specific claims where students struggle, while i-Ready reveals similar trends in skill domains. These insights allow educators to prioritize instructional time and resources on the skills needing the most support, whether through differentiated instruction, additional practice, or curricular adjustments. 5. **Correlation of i-Ready and CAASPP Performance** Data from i-Ready can serve as an early indicator of how students may perform on CAASPP, enabling proactive intervention. By analyzing patterns between i-Ready scores and CAASPP outcomes, educators can determine if students are on track and adjust instruction accordingly. For example, if a student is performing well on i-Ready but not meeting CAASPP standards, educators can investigate potential learning gaps and modify support strategies. **Informing Instruction, Curriculum, and Intervention Support** The insights from CAASPP and i-Ready data drive targeted instruction, enabling teachers to focus on the needs of each performance group, particularly those near growth thresholds. Curriculum modifications can be based on claims where students need the most support, while intervention programs are designed for students at risk of not meeting standards. The predictive value of i-Ready results allows for early identification and tailored support, ensuring that instructional practices align with the ultimate goal of

	achieving grade-level proficiency on CAASPP. Together, CAASPP and i-Ready assessments form a cohesive approach to supporting academic success across all student groups.

i-Ready, DIBELS Fluency, and CAASPP Writing Assessments provide comprehensive data that inform our school-wide instruction program. i-Ready's adaptive assessments identify individual and group needs, track growth, and predict performance on state assessments, allowing us to tailor support and adjust curriculum pacing. DIBELS Fluency assessments monitor foundational reading skills, highlighting students needing targeted intervention or enrichment in reading. CAASPP Writing Assessments offer insights into students' writing abilities, guiding instructional focus on specific skills like organization and evidence-based argumentation. Together, these assessments create a cohesive, data-driven instructional approach that supports academic growth and prepares students for grade-level success.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

GRADING POLICY

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

4	Above Standard Test score of 93%-100%	Consistently does high quality work meets or exceeds the standard; has a strong knowledge and understanding of the standards. Uses a wide range and variety of books, tools, and materials. Demonstrates originality, initiative, and independence. Uses a well-developed vocabulary.
3	At Standard Test Score of 80%--92%	Regularly meets standards by exhibiting these behaviors: Is thorough and accurate in explaining and applying knowledge. Has knowledge and understanding of the subject areas standards. Can draw information from a variety of sources. Can utilize problem-solving skills. Has good working vocabulary in subject area.
2	Approaching Standard Test Score of 79%--65%	Developing thoroughness and accuracy. Has a developing knowledge of the standard. Is developing independence but requires some teacher guidance. Uses an adequate vocabulary.
1	Below Standard less Test Score of 64% or less	More time, practice, effort is needed to meet subject standard. Frequently requires assistance.

- Progress reports occur every 6 weeks. These reports list assignments and the overall performance for each subject. Assignments include homework, classwork, weekly assessments, citizenship and behavior.

- Standards/based report cards are issued every 11 weeks—3 times yearly. Grades are included for all core and non-core subjects. Parent conferences are held during the first and second reporting periods. One of the conferences also included in a parent conference where the student shows his or her classwork and explains what they have learned.

PROMOTION/RETENTION POLICY AND PROCEDURES

1. Any student recommended for retention must have had an SST to examine multiple indicators of adequate progress. such as academic marks, various assessment scores, and work samples. It is our policy to address these needs early in the school year. Parents are part of the SST process. A plan for intervention based on student need is created and interventions are provided over time.

2. A parent receives an official letter of the possibility of retention during the first reporting period during the parent conference. The report card includes interventions and supports provided during the grading period. The parent must sign the report card that they were notified about the possibility of retention.

3. If the student continues to fail to make adequate progress, the second report card will also indicate that the student is likely to be retained. The parent is again asked to sign this notification.

4. Parents are also encouraged to address concerns they have about promoting their child in writing. These concerns will be addressed by the teacher, administrator and if needed an SST will be held.

5. Parents are notified on or before by April 30th of each school year as to whether the student will be retained based continual below grade level standard performance.

6. *Parents have a right to appeal a retention or promotion. A parent can submit a written appeal within 15 days of the notice to the teacher and the principal. The final decision is made in collaboration with the teacher, parent and principal prior to the issuance of the final report card. If a consensus cannot be reached, the principal makes* the final decision.

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

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

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

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. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

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

Governing Board Composition and Member Selection

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

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

All board members are volunteers and receive no monetary compensation for their work with the school. Our bylaws allow us to have no less than 7 and no more than 15 board members.

LENGTH/ROTATION OF SERVICE TERMS

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

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

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

SELECTION OF BOARD MEMBERS

The Board Development Committee is not a standing committee but is a committee that is formed ad hoc. This committee is formed based on Article 5, Section 3 of the Watts Learning Center Foundation, Inc. Bylaws. When formed, it is composed of board members and will also include school staff, parents or community members. The committee recommends prospective

board member to the Watts Learning Center Foundation, Inc., Board of Directors ("WLC Board"). The candidate receiving the highest number of votes up to the number of directors to be elected shall be elected. The following steps apply when the Board Development Committee is active.

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

PROSPECTIVE BOARD MEMBER AGREEMENT

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

Qualifications:

- Agree with the principle that our society has a foundation of knowledge upon which subsequent learning is built.
- Understand the curriculum used at WLC
- Be in agreement with the educational philosophy, discipline policy and administrative structure of our school.
- Read, understand, and comply with the Brown Act.
- Show support and encouragement for that vital aspect of our "Charter School.
- Prior board experience is helpful, but not required.
- A high value for professionalism and the success of the Charter School is mandatory.
- Motivation for serving on the board shall be to help guarantee the educational success of students.
- Involvement, or interest, in improving the quality of life for people of South L.A. and Watts both through the education of children and the overall health and welfare of the community.

REQUIREMENTS OF ALL WLC BOARD MEMBERS

- All WLC Board members are required to attend an annual board planning retreat during which the goals of the Board are defined, a board self-evaluation is critiqued, speakers present information on effective board leadership, the board reviews and works on the schools' strategic plan, and other pertinent topics are discussed.
- WLC Board members will also receive training on: (1) Strategic Planning, (2) The Brown Act, (3) Budget Development and general accounting practices (4) State and District mandates, (5) ethics.
- The WLC Board members will annually attend a Board Visit Day. During this time, directors will visit classrooms, talk with the staff and become familiar with current school concerns.
- The WLC Board will conduct an annual self-evaluation. This will help clarify goals to accomplish for the next year.

- WLC Board members shall fulfill their responsibilities on the board, board committees or subcommittees to their fullest capability.
- All WLC Board members should be the best public relations representatives the school has.

BOARD DUTIES

It shall be the duty of the Board of Directors to:

- Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this Corporation, or by these Bylaws;
- Provide oversight of all officers, agents and employees of the Corporation to assure that their duties are performed properly;
- Retain independent auditors of the Corporation's finances and programs;
- Set academic goals, standards, and performance criteria for students attending the Corporation's schools;
- Evaluate the performance of students attending the Corporation's schools;
- Approve the Corporation's budgets and major expenditures;
- Approve the Corporation's capital projects, management contracts, and disposal of assets by a 2/3 vote;
- Meet at such times and places as required by the Bylaws;
- Register their addresses with the Secretary of the Corporation and notices of meetings mailed, emailed, or faxed to them at such addresses shall be valid notices thereof.

GOVERNING BOARD PROCEDURES AND OPERATIONS

BOARD OPERATIONAL NORMS

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

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

To maintain active and effective control of the Watts Learning Center Charter School, the WLC Board of Directors meets every other month or bi-monthly meetings shall be held at the principal office of the corporation unless otherwise provided by the Board of Directors in accordance with these Bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which the charter schools are located except, usually, during the summer months. Additional special meetings may be called as the need arises with Article 3, Section 8 of the WLC Foundation, Inc. Bylaws.

MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meeting of the Board of Directors, with such

changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The Board of Directors may also fix the time for special meetings of committees.

RULES OF ORDER

The Governing Board adheres to the following rules of order in the conduct of its business and decision-making. All meetings of the Governing Board of WLC are held and conducted in accordance with the Brown Act and Education Code Section 47604.1.

Regular Meetings

Regular meetings of the Board shall be held consistent with the calendar for such meetings as established by the Board each year.

Special Meetings

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

Notification of Meetings

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

QUORUM REQUIREMENTS

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

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

- Setting agenda items

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

Abstention
The vote or abstention of each Board member present for each action taken shall be publicly reported.
These policies will continue to be reviewed and monitored by the governing Board and are subject to review during annual oversight by the District.

Teleconference
A two-way teleconference location shall be established at each school site. Any meeting, regular or special, may be held by conference telephone or similar communications equipment, so as long as all directors participating in such meeting can hear one another. In addition, such meetings will conform with all requirements of The Brown Act Gov. Code 54953 regarding teleconference meetings and will include:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the charter schools are located;
b. All votes taken during a teleconference meeting shall be by roll call;
c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

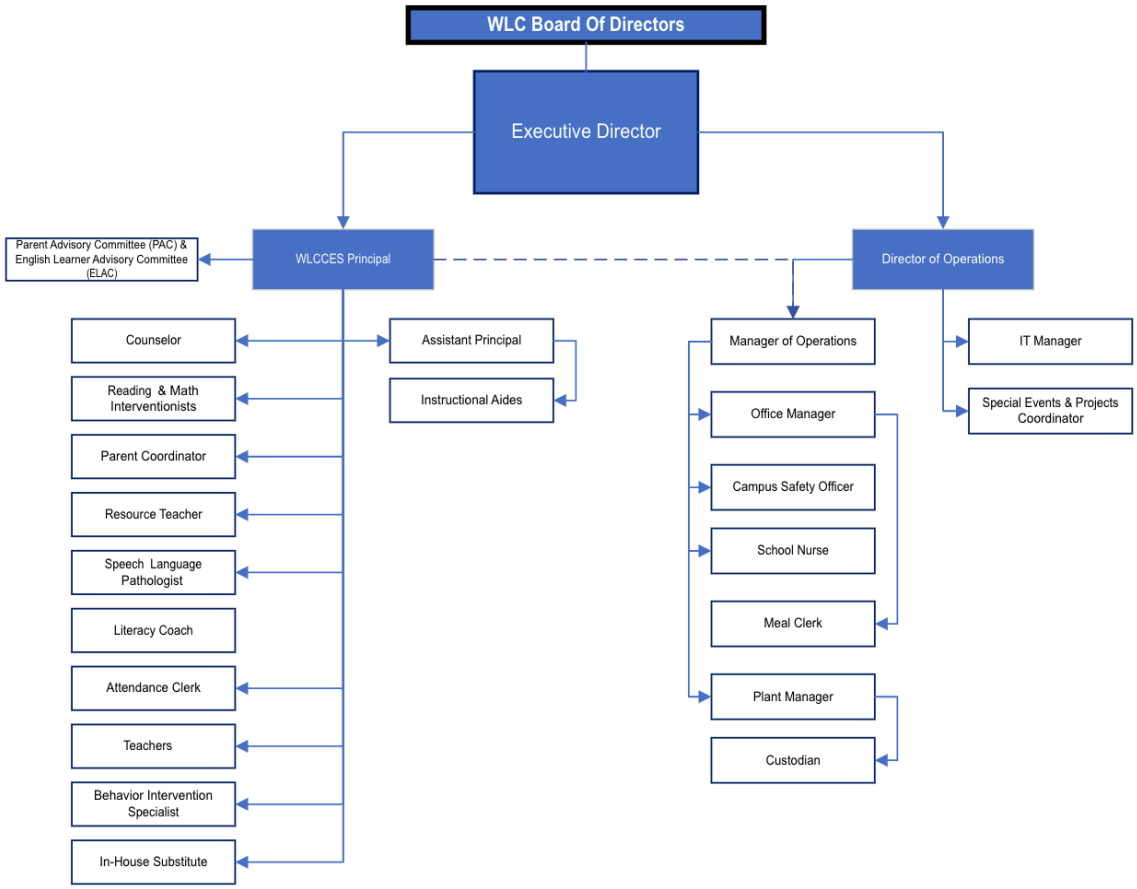
These policies will continue to be reviewed and monitored by the governing Board and are subject to review during annual oversight by the District.

GOVERNANCE STRUCTURE

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

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

WATTS LEARNING CENTER CHARTER SCHOOL ORGANIZATIONAL CHART



The President is not an employee of the corporation.

DESCRIPTION OF MAJOR ROLES AND RESPONSIBILITIES WITHIN GOVERNANCE STRUCTURE

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

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

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

STAKEHOLDER INVOLVEMENT

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

PARENTAL INVOLVEMENT

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

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

UNIFORM POLICY

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

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

THE WATTS LEARNING CENTER UNIFORM IS:

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

ACCESSORIES AND CLOTHING PROHIBITED OR REGULATED.

- Gang affiliated attire
- No bangle bracelets or large hoop earrings.
- No jeans or stretch pants
- Hoods may not be worn during the school day (unless it's raining)

ENSURING THAT ALL STUDENTS HAVE UNIFORMS:

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

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

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

- Attend two Parent Conferences each year—first and second trimester.
- Volunteer at least 25 hours each year in support of the school (Recommended and Encouraged: Volunteer at least three (3) hours per month). Parents are NOT required to

volunteer. The children of parents who are unwilling or unable to volunteer are NEVER punished, singled out or penalized in any way.

- Provide drop off and dismissal valet service, facilitate monthly parent council meetings, support our clean campus initiative by cleaning our lunch area.
- Sell uniforms, monitor our lost and founds, disseminate flyers and school correspondence, provide baby sitting and translation. Parents are NOT required to purchase specialized uniforms from the school, such as embroidered shirts, sweaters and jackets. Participate in at least four free parenting seminars each year
- Raise funds to defray the total costs of all field trips—2 per year for each class.

FACULTY INVOLVEMENT

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

COMMUNITY INVOLVEMENT

Watts Learning Center believes that we “are not just a school” we must be engaging the community in order to provide a high-quality educational program that will uplift the community. As a result of this belief programs have been developed to involve the community. These include activities such as letters, newsletters memorandums of understanding, visits and outreach to community representatives, government officials, businesses, government organizations, universities, community organizations and agencies and social service centers. In 2011, Watts learning Center was one of three schools recognized by CCSA for their Outstanding Accomplishments in achievement with African American students. Other awards during the last renewal include:

2009 -Title I Award Academic Achievement Award 2007--Charter School of the Year

2007 - Mayoral Certificate of Appreciation

Additionally, the WLC hosts a Collaboratorium that brings together key constituents from the surrounding community and concerned citizens to identify strategies and opportunities improve the quality of learning in our schools. The WLC Collaboratorium is committed to rethinking the Purpose of Education in order to advance student learning and improve conditions in the local community. The primary function of the Collaboratorium is to identify strategic resources, supports and strategies to improve student learning outcomes for the long-term benefit of children, families and the community.

Since the last renewal, Watts Learning Center is the subject of a Documentary titled *A Schools Grows in Watts by director Ryan S. Porush. The documentary was introduced by Congresswoman Maxine Waters at our premiere.* A School Grows in Watts is an intimate, character-driven feature documentary that tells the story of an overachieving charter school in its namesake neighborhood in South Los Angeles, and those unique individuals who come together to make it so. This film is a uniquely Los Angeles story. Shot primarily over the course of the past four years – during the Trump Presidency – it is also uniquely a 2020 story of our

time, and crucial moment. Narrative highlights of several notable local, national and international events, always viewed through the lens of our characters, school and neighborhood, include: The 2016 Presidential Election, President Trump's Inauguration, 25th Anniversary of the 1992 LA Uprising, the tragic deaths of Nipsey Hussle and Kobe Bryant, 2019 LAUSD Teachers Strike, the Covid-19 Pandemic and shock to school systems and educators and students, and the 2020 BLM Protests sparked by the murders of George Floyd, and Ahmaud Arbery, Breonna Taylor and many more before them.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

EMPLOYEE CLASSIFICATIONS

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

Administration: Comprised of the Executive Director and Principal.

Instructional staff: Comprised of classroom teachers and out-of-classroom teacher (Instructional Specialist)

Classified staff: Comprised of the primary classifications of Aides (Instructional, Health, Campus); Administrative Assistants – including levels and types; Custodians – including levels and types.

ADMINISTRATION

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

The Executive Director is hired by the Board of Directors and serves as a liaison between the Board of Directors, community, administrative team and universities and monitors the execution

of board policy. The Executive Director works closely with the principal to carry out the vision and mission of the Charter School. The Executive Director has a comprehensive knowledge of the management and operations of a public elementary school and is knowledgeable about current developments in education.

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

EXECUTIVE DIRECTOR-JOB DESCRIPTION

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

RESPONSIBILITIES

LEADERSHIP AND MANAGEMENT

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

COMMUNICATIONS

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

QUALIFICATIONS

- The Executive Director will be thoroughly committed to the Watts Learning Center Foundation's vision to provide a "world class" education to students from the community it serves and its mission.
- The candidate should have proven leadership, coaching and relationship experience with various stakeholders. Other concrete demonstrable experience and other qualifications include:
- Advanced degree in education (preferred).

- Record of effectively leading an outcome-based organization and staff, and ability to give specific examples of having developed and operationalized strategies that have taken an organization to the next stage of growth.
- Unwavering commitment to quality programs and data-driven program evaluation.
- Ability to coach staff, manage, and develop high-performance teams, set and achieve strategic objectives, and provide oversight of a budget.
- Ability to engage a wide range of stakeholders and cultures.
- Strong written and verbal communication skills with excellent interpersonal skills and the ability to communicate a commitment to the academic achievement of students.
- Ability to work effectively in collaboration with diverse groups of people.
- Passion, idealism, positive attitude, mission-driven, and self-directed.
- Current/Valid California Administrative Services Credential (Preferred)

CERTIFICATED STAFF

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

PRINCIPAL-JOB DESCRIPTION

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

RESPONSIBILITIES

- Provide decisive leadership in improving the total educational program within the school community.
- Visit classrooms, confer with teachers, provide leadership in curriculum improvement, and assist in the selection and use of instructional materials.
- Direct the implementation of the school curriculum.
- Evaluate instructional methods and strategies
- Supervise the school’s special services program(s) including Title I.
- Plan programs, schedules, and assignment of building staff.
- Ensure that applicants are screened
- Conduct formative and summative evaluations of building staff.
- Provide leadership in developing, conducting, and maintaining productive interpersonal relationships among staff.
- Manage the recruitment efforts for students.
- Implement WLC Board and District policies and administrative regulations that provide educational conditions under which students and teachers may work to their best advantage.
- Implement established guidelines for student conduct.
- Monitor student academic progress.
- Record and maintain accurate student records as required by federal, state, and local statutes.

- Developing and maintaining student recognition programs.
- Keep students and parents informed of school goals, policies, and activities, involving them when appropriate, in matters directly related to them.
- Record and maintain accurate records as required by federal, state, and local statutes.
- Plan budget and requisition equipment and supplies within the funds allocated, in collaboration with the WLC Board of Directors.
- Monitor student activity budgets and fund expenditures.
- Supervise the maintenance of school building, grounds, and equipment, as directed.
- Recognize and reinforce the accomplishments and achievements of students and staff.
- Maintain cooperative liaison with the middle school
- Interpret school programs to the community; enlist the participation of the community in school activities
- Work with the Parent Council Advisory Board.
- Keep abreast of changes and developments in the profession, particularly focusing on Charter School Education, by attending professional meetings, District Staff Development programs, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.
- Engage in professional growth and development through membership and participation in the affairs of professional organizations, through attendance at regional, state and national meetings, through enrollment and participation in advanced courses.
- Assist in the implementation of supportive services in meeting the needs of students and staff.
- Direct and oversee school functions, programs, and committees.
- Keep the Executive Director and WLC Board of Directors informed of events and activities of an unusual nature as well as routine matters related to the school's accountability. Work with the Executive Director and WLC Board of Directors and staff on all issues of school and/or district concern.
- Participate in Director, other administrative meetings, and such other meetings as are required or appropriate.
- Participate in leadership decision making processes, supporting and implementing WLC Board Policies, decisions and directives of the Watts Learning Center Board of Directors and Executive Director.
- Perform other job-related duties as assigned by the Executive Director and WLC Board of Directors.

QUALIFICATIONS

- Three years of proven experience in educational and organizational leadership, delegation and management, including oversight of fiscal, legal, personnel and operational compliance and liability issues within a public-school setting.
- Strong administrative and organizational skills. Must be computer literate. Ability to coordinate multiple projects and meet deadlines in a fast-paced environment.
- Instructional leadership and curriculum development experience.
- Current/Valid California Administrative Services Credential (preferred)
- Fingerprint Report and TB risk assessment
- Master's Degree (preferred)

ASSISTANT PRINCIPAL - JOB DESCRIPTION

To act as assistant administrator with the School Principal performing duties as assigned by the School Principal involving a major portion of administrative and academic responsibility for the school in the absence of the School Principal.

DUTIES AND RESPONSIBILITIES:

- Assist the School Principal to complete his/her duties and responsibilities.
- Provide leadership to the instructional program, including development of curricular experiments, pilot programs, and innovative instruction
- Supervise assigned departments or subjects of instruction, including Special Education
- Serve as Testing Coordinator for all standardized tests (when/if the Data and Testing Coordinator position is vacant)
- Evaluate a portion of certificated and classified staff, including orientation and training necessary to prepare the instructional staff for evaluation
- Co-develop with the School Principal the master program of the school including room assignments, teacher assignments, data processing coding and school organization
- Co-plan with the School Principal the organizing, and implementation of a schoolwide program for the supervision and behavior management of pupils
- Confer with pupils, parents, teachers, law enforcement officers, and representatives of social welfare agencies to resolve serious pupil academic, attendance, and behavior problems
- Identify, provide, assign, and coordinate in-service professional growth opportunities for certificated school personnel
- Plan, organize, and supervise program of extracurricular activities including athletics, music and drama activities, student government, assemblies, contrast and publications
- Plan, organize, and supervise special events including graduation and student orientation
- Monitor and identify low performing students and support extra efforts for these students
- Guide teachers in changing instructional strategies to support student needs and develop documents to provide intervention (when/if the Instructional Coach position is vacant)
- Coordinate efforts in curriculum implementation (when/if the Instructional Coach position is vacant)
- Seeks out and provide instructional resources and curricular assistance for classroom and independent study instruction
- Research, identify, and model best educational practices
- Encourage the integration of technology in daily instruction
- Monitor effectiveness of classroom and independent instruction, curriculum, management, environment, and interventions including those for English learners
- In conjunction with the School Principal interprets the school educational program to staff, parent, District and community
- Supervise and evaluate the school's participation in the school's assessment programs
- Serve as assigned on school wide committees
- Perform other duties as assigned by the School Principal

QUALIFICATIONS:

Required

- Bachelor's Degree from an accredited college or university
- Valid and Current Credential

- English Learners Authorization or Certificate
- Expertise in academic standards and state assessments
- Ability to create inclusive environments that honor and support a diversity of backgrounds and perspectives
- Ability to set the direction for a team and motivate others to perform actions that are beneficial to all stakeholders.
- The ability to develop relationships with students, families, and colleagues with respect, integrity, and trust

Preferred

- Administrative Services Credential
- 3 years of teaching experience in an urban school with evidence of effectiveness improving learning outcomes among diverse populations
- Bilingual in Spanish

.

INTERVENTION SPECIALIST (MATH/ENGLISH) - JOB DESCRIPTION

The Intervention Specialist is a certificated specialist who works specifically with students who require strategic and intensive intervention. The focus of the intervention specialist is to develop a student - centered system of intervention that effectively works to close the achievement gap in reading and math. The goal of the intervention specialist is to ensure that the students are able to master grade level standards and curriculum by instructing students who have not met Common Core State Standards.

ESSENTIAL FUNCTIONS

- Instructs students in Reading and Math within a small classroom environment and/or one-on-one situation
- Understands how to collaboratively plan with instructional staff to effectively analyze and use data to implement intervention programs
- Uses technology for instructional planning, i.e., creating reports and using data to plan lessons
- Continuously monitors progress of students receiving intervention services, in order to adjust instructional practice and student grouping
- Provides support for all grade levels
- Maintains tracking system which indicates student appointment times, progress, and areas of improvement
- During open times, work to create step - by - step solution manuals for the center
- Keeps the work area neat and clean
- Meets with specialist, students and parents on a regular basis to discuss areas of development
- Monitors student performance within the areas of class work, attendance and discipline as needed
- Other duties as requested

KNOWLEDGE, SKILLS AND ABILITIES

Required

- Demonstrates knowledge of scientifically based reading and mathematics instruction specifically related to elementary school students
- Ability to communicate effectively, verbally and in writing, with specialists, co - workers, and business contacts in a courteous and professional manner
- Strong organizational skills and attention to detail
- Ability to work as a team player with colleagues and administrators
- Ability to work independently and efficiently, exercising reasonable judgment, in a fast - paced, multi - task environment with minimal supervision

- Ability to organize a variety of tasks locally and in different geographic areas
- Ability to handle daily classroom instruction
- Ability to engage, motivate, support and encourage at - risk students coming from a variety of educational, socio - economic and cultural backgrounds
- Provide an energetic classroom experience and tutoring
- Ability to provide an example of strong self - esteem, confidence and leadership
- Demonstrates knowledge of teaching foundational skills, specifically for Gr, TK-2 Readers
- Classroom Management
    - Provides clear behavior expectations for students and monitors student behavior throughout the class and school campus
    - Follows established policies and procedures for reporting incidents (e.g., child abuse, substance abuse, harassment, and violence)
    - Takes necessary and reasonable precautions to protect students, equipment, materials and facilities

PROFESSIONAL GROWTH

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

QUALIFICATIONS

- Must have a Bachelor's Degree from an accredited college or university
- CA Multiple Subject Credential
- Experience using Assessment Plan
- Experience with administration of State Assessments and Internal Benchmarks

LITERACY COACH - JOB DESCRIPTION

Literacy Coach Reading Specialist (LC) is an instructional leader with specialized knowledge in current research around literacy development and acquisition, evidence-based practices, English Language Arts Standards, English Language Arts/English Language Development Framework, as well as the knowledge of how to work with adult learners. The LC provides collegial, job-embedded support to ensure that literacy instruction is data-informed and student centered. LCs accomplish this by collaborating with leaders and teachers, engaging in practices such as co-teaching, co-planning, modeling, reflective conversations and data analysis to build capacity that improves student literacy achievement. These services are provided within the classroom setting and supplementary to the school's program. LCs work under the direction of the site administration and do not evaluate any staff.

DUTIES AND RESPONSIBILITIES:

- Collaborates with classroom teams to ensure consistency in literacy instruction and assessment as well as facilitates problem solving to meet the needs of students
- Provides modeling, coaching, feedback and support to classroom teams in the organization, lesson design, instructional delivery, and assessment of exemplary literacy instruction
- Plans, researches, and prepares professional development training and family literacy workshops appropriate for adult learners in literacy skill development and effective instructional strategies

- Provides, in-class small group and/or individualized instruction to identified students for early literacy intervention support within the primary classroom setting for the purpose of modeling lessons and data collection in partnership with the classroom teams
- Utilizes research-based diagnostic and progress monitoring assessments to evaluate student progress and ability to implement successful literacy strategies to improve student learning
- Works closely with site administration in the development and implementation of literacy strategies and professional development to support efforts that enhance teacher/instructional aide and increase student literacy achievement
- Builds capacity of site administration and classroom teams in monitoring the effectiveness of literacy instruction through periodic measurements of student progress
- Provides on-site professional support to ensure that teachers/Instructional aides are knowledgeable about exemplary classroom practices and continuously builds a deep understanding of literacy theory for the purpose of enhancing capacity to teach reading and improve literacy instruction
- Serves as a resource in identifying and modeling appropriate instructional materials and strategies to improve student literacy achievement for all students including English Learners, students with disabilities and students with diverse learning needs.
- Prepares, attends and actively participates in collaborative grade level meetings (PLCs), as assigned, to assist in the analysis and utilization of assessment data to improve student literacy achievement
- Prepares forms, records, and reports as directed
- Prepares, attends and actively participates in meetings and trainings
- Maintains professional competence through participation in professional development activities as provided by district, county, state and other consultants
- Other related duties as assigned

QUALIFICATIONS:

- Clear and valid California Teaching Credential
- English Learners Authorization
- Advanced course work and/or training in literacy development, reading intervention and instructional strategies specific to the duties of the job. (e.g.,
- Reading /Language Arts Masters, Science of Reading coursework, California
- Reading & Language Arts Specialist Credential or Reading Certificate, etc.)
- Five years of successful elementary teaching experience
- High level of understanding of primary reading/literacy instruction and practice
- Experience working with groups in curriculum development or related fields
- Experience working with English Language Learners.
- Experience in planning and delivering professional development activities.
- Experience in site/teacher leadership roles (preferred)

SCHOOL COUNSELOR - JOB DESCRIPTION

The School Counselor provides direct support and interventions to students. The School Counselor also consults with teachers, families and other Watts Learning Center team members to improve support strategies and works with school administrators to improve school-wide practices and policies. The School Counselor also collaborates with community partners to coordinate needed services.

DUTIES AND RESPONSIBILITIES:

- Using all available data to program and place all students into academically appropriate

classes that will prepare them to succeed.

- Consults with parents and school personnel as a means of helping students with educational and personal problems that may be interfering with their learning and success in school.
- Participates in various multidisciplinary teams, such as Student Success Team (SST), School Culture Committee, Crisis Team, and others to identify necessary support services (e.g., counseling, assessment, and interventions).
- Collaborates with school administration and staff in developing student knowledge, skills, and attitudes that promote personal, social, emotional, and academic growth.
- Provides individual and group counseling and guidance to students in the academic, personal-social domains.
- Uses all WLCCMS data systems to collect and analyze data (includes standardized test results) relative to attendance, behavior, and achievement, and communicates the assessment results to students, parents, and teachers.
- Helps students effectively utilize the educational opportunities of the school.
- Recommends available resources within the school, school system, and community to meet the needs of individual students; assists in making such referrals and contacts.
- Maintains accurate Counseling Session logs or records documenting services and interventions provided.
- Assists in the preparation of information for entry on student cumulative records; analyzes data relevant to student needs.
- May teach up to two periods per day in the area of guidance or other subjects in accordance with adopted courses of study, if appropriately credentialed.
- Assists in the development of the master schedule for the school site.
- Articulates with feeder schools and assists with the development of transition programs to support student successful student matriculation between grades and school levels.
- Provides professional development and parent education workshops.
- Monitors and case-manages student progress for targeted students.
- Develops programs, including the delivery of SEL and guidance lessons, to address student attitudes, understanding of self and others, personal health and safety, communication skills, peer relationships, goal-setting/decision-making, conflict resolution, career awareness, college preparation, and post-secondary planning.
- Performs other duties as assigned in accordance with the WLCCMS Charter Petition.
- Promote student motivation and engagement
- Assess student emotional and behavioral needs
- Provide individual and/or group counseling
- Provide crisis prevention and intervention services
- Manage a behavioral support program for identified students both inside and outside of the classroom
- Work individually with identified students to create a Behavior Support Plan (BSP)
- Implement and promote the Watts Learning Center discipline policy
- Monitor and track student progress
- Support the school’s attendance efforts
- Maintain extensive records in order to track student progress and student and family communication
- Assist the classroom teacher and instructional aides in devising special strategies for
- reinforcing skills based on a sympathetic understanding of the individual student, his/her needs, interests, and abilities.
- Train other paraprofessionals in ABA methods, data collection, graphing and social skill development
- Participates in in-service training programs as assigned.
- Perform other duties as assigned

QUALIFICATIONS

- Bachelor's Degree (Masters preferred)
- Certificate Copy (Pupil Personnel Services (PPS), LSW)
- Ability to maintain confidentiality
- Ability to work with minimal supervision
- Ability to establish and maintain effective working relationships with others, and to work positively and collaboratively with a wide range of school staff
- Ability to communicate clearly and concisely, both orally and in writing

SPEECH & LANGUAGE PATHOLOGIST - JOB DESCRIPTION

The Speech and Language Service Pathologist will assess and provide speech and language therapy for students in grades TK-8. The Speech and Language Pathologist will focus on developing students' oral communication skills to support their ability to access their educational program. This position will assess, diagnose, and work with students with speech and language disorders. In addition, they will participate in IEP and SST meetings and will provide consultation and monitoring regularly. This position provides direct instructional support.

DUTIES AND RESPONSIBILITIES:

- Provide direct treatment to students with speech-language impairments
- Develop and implement educationally-based Individualized Education Program (IEP) goals using a variety of service delivery models to support the classroom curriculum
- Conduct speech and language screenings
- Follow and implement treatment plans
- Document student progress towards meeting established goals and objectives
- Conduct formal assessments
- Participate in IEP meetings of students on assigned caseload
- Collaborate with teachers to ensure that students meet the goals outlined in their IEPs
- Provide individualized classroom strategies to facilitate specific communication skills
- Communicate with families of students on assigned caseload regarding progress toward IEP goals
- Manage special projects as they relate to Special Education.
- Participation on school IEP and SST teams to assist in problem solving and program planning, as needed.
- Development and implementation of intervention strategies and support consistent with the student's communication and language profile
- Use a variety of intervention strategies such as direct individual or group therapy, school program consultation and virtual learning program.
- Collaboration in the development and implementation of IEP to monitor the progress of specific communication and language goals.
- Maintenance of professional records of assessment and intervention.

SKILLS, KNOWLEDGE AND/OR ABILITIES REQUIRED:

- The ability to administer and interpret standardized assessment tools and recommend programming that recognizes diverse populations
- The ability to assess communication and language learning outcomes achieved by students using a variety of assessment procedures (e.g. formal and informal testing, observation and ongoing monitoring of performance).
- The ability to implement strategies, activities and techniques for promoting quality student performance in communication and language development.

- Knowledge of current speech-language pathology approaches and practices and content-related pedagogy.
- Knowledge of curriculum and instruction programs proven to be beneficial to pupils with special learning needs.
- Ability to provide in person and virtual/online speech services.
- Excellent written and oral skills.
- Ability to communicate well with students, parents and teachers.

QUALIFICATIONS:

- Master's Degree from an ASHA accredited university is required
- Valid California Speech-Language Pathologist license/credential is required
- Experience with online platforms for service delivery and assessment.
- Certificate of Clinical Competency is preferred
- Minimum of 1 year of experience working with students in a school setting is preferred
- Demonstrated results working with students
- Knowledge of IEP present levels and goal-writing

TEACHER JOB DESCRIPTION

BASIC FUNCTIONS

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

RESPONSIBILITIES

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

- Develops a mutually respective and cooperative partnership with parents and students.
- Participate and contribute to grade-level meetings designed to develop and monitor the curriculum to determine if it is meeting the needs of the students
- Participate and contribute to the development of a high-quality professional learning community focused on student achievement
- Reinforce school-wide rules and expectations in the classroom and elsewhere on campus
- May provide leadership to before and after school activities, act as the teacher liaison to select committees
- Maintains documentation of their efforts to create consistent and meaningful communication with parents.
- Establishes a coherent plan for classroom discipline and keeps clear and specific documentation of all intervention taken to correct student behavior before referring a student out of class.
- Maintain records for attendance, submits completed report cards on time, and completes school-wide assessments on time.
- Curriculum Development
- Holds parent/student/teacher conferences in a manner consistent with Watts Learning Center policies and procedures including back-to-school night
- Completing other tasks as directed by the principal

Instructional Process

- Uses information about individual student's academic strengths, needs, and progress in planning.
- Designs activities to engage students in cognitively challenging work aligned to standards.
- Uses resources that will promote high levels of learning and student engagement in the classroom environment
- Supports and cooperates with colleagues in order to promote a professional school culture.
- Closely monitors student learning in order to understand how students are progressing toward the learning objectives and provides students with instructive and timely feedback that will move their learning forward
- Establishes a classroom environment that is safe and supportive, risk -taking is encouraged, students feel free to contribute their ideas, and teacher and student interactions are respectful and polite to promote a positive learning environment for all students
- Works effectively with students, parents, staff members, and community representatives in providing a rigorous educational program.
- Communicates with families to create a partnership around student learning by providing information about the instructional program and the progress of their children).
- Encourages student enthusiasm for the learning process and the development of good study habits.
- Differentiates instruction to meet diverse student learning needs
- Recognizes learning problems and makes referrals as appropriate.
- Initiates or participates in Individualized Education Program meetings with administrators, faculty, parents, and other parties involved to develop an IEP for

eligible students, implements the IEP goals and continually monitors student progress toward IEP goal achievement.
- Uses effective oral and written expression
- Cooperates with the school faculty and administration in the development of a coherent program of instruction.
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for continual improvement of the school's curriculum.
- Assists on the ongoing curriculum revision process, including inquiry based multi age education.

Classroom Management

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

Professional Growth

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

QUALIFICATIONS

- Bachelor's Degree from an accredited college or university
- Must hold and maintain the Commission on Teacher Credentialing certificate, permit or other document required for their certificated assignment.
- Criminal background clearance, including fingerprints
- TB risk assessment
- CLAD authorization or certificate
- Clear Credential (preferred)
- BCLAD credential or equivalent (preferred)
- 3 years of teaching experience in an urban school with evidence of effectiveness improving learning outcomes among diverse populations (preferred)
- Bilingual in Spanish (preferred)

CLASSIFIED STAFF

DIRECTOR OF OPERATIONS - JOB DESCRIPTION

BASIC FUNCTION

The Director of Operations is a multi-functional position that includes the oversight of the operational performance through managing finance, administration, technology, facilities, compliance and general school operations in order to support student achievement. The Director of Operations will work collaboratively with the School Directors and along with the

Executive Director, will aim to relieve the Directors of non-instructional obligations so that they focus on student achievement and the professional development of the teachers and staff.

RESPONSIBILITIES

- Supervise the Managers of Operations and other positions as assigned
- Establish and monitor non-instructional policies and procedures

Fiscal Responsibilities

- Support the Executive Director with the development and management of the school's budget and business operations
- Provide support in the development and submission of Federal, State and Local accountability plans, and reports such as the LCAP, Title I Single Plan for Student Achievement (SPSA) and LAUSD-requested school plans and financial reports

- Fulfill duties as assigned in the WLC Fiscal Policies and Procedures
- Procurement and competitive bidding

    - Manage vendor agreements
    - Oversee school technology
    - Oversee Human Resources for the organization
    - Support with organizational legal matters
    - Oversight of school facilities

Enrollment

- Develop a robust recruitment campaign
- Oversee the application, lottery, and enrollment processes
- Oversee School Nutrition Program
- Provide administrative support to the WLC Board of Directors (i.e. Brown Act Compliance, Conflict of Interest, etc.)

Oversee Health and Safety and Risk Management practices for the organization • Oversee authorizer compliance (quarterly reporting, oversight, etc.) Perform other duties as assigned by the Executive Director

QUALIFICATIONS

Possess a college degree in business, finance or related field or five to ten years back-office experience in a school setting.

- Charter school experience preferred.
- Possess the ability to communicate effectively, both orally and in writing with staff, faculty, parents and the community at large on a regular basis.
- Ability to work cooperatively with Principal/School Leader, staff, faculty and parents. • Excellent computer skills with working knowledge of Word, and Excel programs.

MANAGER OF OPERATIONS - Job Description
The Manager of Operations is a multi-functional position that provides support to its assigned

school in the areas of: finance, human resources, technology, facilities, compliance and general school operations in order to support student achievement.

DUTIES AND RESPONSIBILITIES:

Human Resources:

- Oversee the new hire process from interviews to onboarding
- Ensure school's compliance with the Certification of Clearances, Credentialing, and Training
- Process staff terminations
- Process school payroll
- Manage staff attendance
- Securing coverage for absent teachers
- Track staff paid time off
- Process staff Leaves of Absence
- Assist in school-sponsored benefits administration
- Maintain employment files and records

Business Services:

- Process Accounts Payable
- Manage school purchasing
- Process staff reimbursements
- Prepare deposits
- Comply with duties outlined in the WLC Fiscal Policies and Procedures Supervisory Duties:
- Analyze and organize office operations and procedures and plans office layouts.
- Research and develop resources that create timely and efficient workflow.
- Perform supervisorial duties as assigned

Other Operations Duties:

Facilities:

- Work with vendors to ensure facility maintenance and repairs
- Oversee school health, safety and compliance processes, including: administering trainings, coordinating drills and safety audits, assisting in emergency responses, and preparing/submitting staff and student incident reports
- Create and maintain school calendars
- Provide administrative support with authorizer oversight
- Oversee school events (i.e., Book Fair, Back to School Night, etc.)
- Compose, edits, author and organize a variety of documents, (correspondence, memos etc.), and materials for publication or dissemination, under the guidance of Administration.
- Perform other duties as assigned

QUALIFICATIONS:

- Bachelor's Degree and/or three to four years of school experience (charter preferred)
- Must be knowledgeable of current school software and a variety of electronic tools including internet, email, and voicemail
- Ability to read analyze and interpret general business periodicals, professional journals technical procedures or governmental regulations.
- Ability to write reports, business correspondence and procedure manuals.
- Ability to effectively present information and respond to questions from groups of parents, staff, students and the general public.
- Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio and percent and to draw and interpret bar graphs.

- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.
- Demonstrated ability to relate well to adults and children.

AIDES INSTRUCTIONAL JOB DESCRIPTION

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

BASIC FUNCTION

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

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

- Works with the teacher in encouraging student enthusiasm for the learning process and the development of good study habits.
- Works with the teacher in providing progress through authentic observations.
- Uses effective oral and written expression
- Works with the teacher in recognizing learning problems and makes referrals as appropriate alongside the teacher
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for continual improvement of the school's curriculum.
- Works with the teacher in developing, in accordance with school guidelines, reasonable rules of classroom behavior and appropriate techniques that are consistently applied.
- Works with the teacher in taking necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Shares responsibility during the school day for the supervision of students in all areas of the school.

- Works with the teacher in providing for the supervision of assigned students when circumstances require a brief absence from the assignment.
- Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.
- Strives to communicate the positive aspects of our school program to the public in word and deed.
- Works cooperatively with parents to strengthen the educational program for their children.
- Establishes and maintains cooperative relationships with other staff members.

PROFESSIONAL GROWTH

- Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
- Cooperates with the administration in planning appropriate in-service training programs at the school.
- Attends staff and committee meetings as required.
- Attends professional training as needed or assigned
- Student Evaluation
- Works with the teacher in evaluating accomplishments of students on a regular basis using multiple assessment methods such kid-watching notes, as teacher and student made rubrics, samples of students' work, mastery skills check lists, criterion-referenced tests and norm-referenced tests.
- Works with the teacher in making appropriate adjustments in the instructional program and as required.
- Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

QUALIFICATIONS

- Must be at least 18 years of age
- Every Student Succeeds Act (ESSA) compliant (e.g., college coursework, associate’s degree or passage of state-approved assessment proving their ability to support students in reading, writing, and math, as required
- Minimum of one year of working with children
- Effective oral and written communication skills
- Ability to work collaboratively with all staff and administrators
- Criminal background clearance, including fingerprints
- TB risk assessment
- Completed a minimum of 60 semester hours from an accredited college or university (preferred)
- Formal training in child development, child psychology and education (preferred)
- Bachelor’s Degree from an accredited college or university (preferred)

NURSE JOB DESCRIPTION

BASIC FUNCTION

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

RESPONSIBILITIES

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

QUALIFICATIONS

- Knowledge, Skills and Abilities
- Cardio-pulmonary resuscitation
- Basic first aid
- H screenings
- Laws, statutes, rules and regulations related to assigned activities
- School terminology, practices and procedures
- Record-keeping techniques, filing systems and information management
- Operation of a computer and assigned software

- Correct English usage, grammar, spelling, punctuation and vocabulary
- Oral and written communication skills
- Interpersonal skills using tact, patience and courtesy
- Work cooperatively with others
- Work independently within the guidelines of policy and procedure using discretion and good judgment
- Accept supervisory direction
- Stay calm under adverse circumstances and to calm others under stress
- Relate to children, parents and educational personnel
- Establish and maintain effective communication, both orally and in writing, with school administrators, central office personnel, faculty, staff, parents and students
- Ability to communicate competently with tact and listen effectively
- Maintain well-organized records and prepare reports
- Anticipate, plan and organize work
- Meet schedules and deadlines
- Work independently
- Perform duties effectively with many demands on time and constant interruptions
- Establish and maintain effective working relationships
- Communicate effectively, both oral and written
- Understand and follow oral and written directions
- Work confidentially with discretion

EDUCATION, LICENSES AND OTHER REQUIREMENTS

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

CAMPUS AIDE JOB DESCRIPTION

BASIC FUNCTION

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

RESPONSIBILITIES

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

QUALIFICATIONS

- Must be at least 18 years of age
- Minimum of 1 year of working with children
- Effective oral and written communication skills
- Ability to work collaboratively with all staff and administrators
- Criminal background clearance, including fingerprints
- TB risk assessment
- Completed a minimum of 60 semester hours from an accredited college or university (preferred)

- Knowledge of child development, child psychology and education (preferred)
- Bachelor's Degree from an accredited college or university (preferred)

PARENT COORDINATOR - JOB DESCRIPTION

The role of the Parent Coordinator is to promote positive parent/school communications, develop a strong parent involvement program, facilitate parent workshops and trainings, and encourage school and community/business partnerships.

DUTIES AND RESPONSIBILITIES:

- Coordinate Parent Volunteer Program
- Manage Parent Center
- Create and maintain a monthly parent calendar
- Plan and facilitate corresponding events
- Facilitate parent workshops and trainings on a variety of topics
- Organize school events involving parents such as Book Fair, Family Science Night, Family Literacy Nights, etc.
- Ensure that there is adequate interpretation for all parent meetings
- Manage ParentSquare
- Ensure that the system is updated and that users have access
- Train staff members to use ParentSquare
- Maintain frequent communication with families via ParentSquare
- Facilitate parent surveys
- Assist School Director with School Site Council, ELAC, Parent Council, and other parent groups
- Support in student recruitment efforts
- Work closely with community agencies that support parents and students
- Seek and distribute resources to families
- Performs other duties as assigned

QUALIFICATIONS:

- Minimum of sixty (60) undergraduate college credits and/or two years of work-related experience
- Prior experience working with students, parents, community, and administration
- Prior experience in facilitation of workshops, trainings and/or classes geared toward parents
- Bilingual (English/Spanish) preferred
- Ability to work with minimal supervision with the ability to multi-task
- Ability to operate a computer and related software including, Microsoft Word, Excel, iCal, FileMaker Pro, and email
- Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary

INFORMATION TECHNOLOGY (IT) MANAGER

The IT Coordinator is responsible for providing technical support for the information system and technologies of all instructional and student services throughout the assigned Watts Learning Center location.

DUTIES AND RESPONSIBILITIES:

- Configure, maintain and repair all school technology and office equipment
- Oversee the outsourcing of any repairs that he/she cannot complete
- Maintain the inventory of academic software, hardware, and resources

- Maintain updated lists of all pertinent technological information (log-ins, passwords, vendor contacts, etc.)
- Obtain competitive bids/quotes for new equipment
- Provide appropriate training and Professional Development to WLC staff
- Support teachers in incorporating technology into their classrooms
- Manage all educational software programs
- Support in school testing to include but not limited to:
- Install Secure Browser to all computers.
- Assist teachers with Make-ups
- Assist teachers during testing / troubleshooting
- Set up of technology, Audio/Visual, and sound for all WLC meetings and events
- Maintenance of school's social media
- Website
- Instagram
- Manage the school's e-rate program
- Manage and maintain school's phone system
- Manage and maintain school's internet
- Enforce school internet security policy
- Manage all technology and equipment-associated school vendors
- Provide input into the creation of the school's strategic plan as it relates to technology
- Oversee the school's yearbook production
- Maintain all school media (i.e. photos, videos, etc.)
- Oversee school's Google Administration to include but not limited to:
- Create email for new students / Delete students
- Restore passwords
- Organize student's email by grade level
- Create teacher groups
- Add/delete student's apps
- Add/delete bookmarks for teachers and students
- Maintain a current working knowledge of school technology
- Perform other duties as assigned

Qualifications:

- High school diploma or equivalent. Some college and/or Trade School training preferred
- Two years of experience with maintenance, installation, configuration, upgrades of hardware, software, and operating systems of computers
- Proficient knowledge of computer hardware and software systems and program installation
- Working knowledge of computer networks, network administration, and network installation
- Ability to set priorities and manage multiple projects simultaneously with compromising quality
- Proficient in troubleshooting IT systems including computer, LANS, and other essentials
- Ability to lift and move computer equipment, sit for long periods of time, see and read a computer screen and printed materials with or without visual aids, verbal communications, including the ability to speak, read, and write proficiently
- Ability to operate a calculator, computer terminal, PC, multiline phone system, printer, fax, scanner, copier, and other standard office machines

SPECIAL PROJECTS AND EVENTS COORDINATOR – JOB DESCRIPTION

The Special Projects and Events Coordinator is responsible for the oversight and coordination of special projects and events. This includes projects and events for students, parents, staff, and the school community at large.

DUTIES AND RESPONSIBILITIES:

Project and Event Planning

- Oversee the planning and execution of school projects and events (i.e., Fall Festival,
- Orientation, Back to School Night, Fairs, etc.)
- Create and manage event calendars and schedules
- Manage event budgets and track income and expenses
- Determine event décor, entertainment, venues, etc.
- Manage event promotion
- Secure volunteer support
- Oversee event vendors
- Participate on committees as requested

Student and Family Recruitment and Retention

- Work in collaboration with the Office Manager to execute the school's recruitment plans
- Organize school open houses
- Conduct outreach to local agencies and organizations to recruit families
- Represent WLC at recruitment fairs and events in the community
- Create and distribute recruitment materials (i.e., flyers, etc.)
- Create and post social media content for recruitment

Employee Relations/Staff Recruitment and Retention

- Provide clerical support to the Executive Director
- Assist and facilitate employee-related event planning
- Professional appreciation events (i.e., Staff Appreciation, etc.)
- Employee birthday and anniversary celebrations
- Celebration of success and reward and recognition programming
- Assist in gathering data, analysis and compiling report for Human Resource metrics (i.e. staff surveys, etc.
- Create and implement a program to improve and maintain staff morale
- Assist with Human Resources customer service when necessary
- Represent the WLC at job fairs and college campuses
- Support with employee orientation and trainings

Marketing and Communications

- Oversee social media outreach and communications for the school
- Analyze outreach and readership of communication platforms
- Monitor digital reviews and presence and create and implement positive feedback strategy
- Maintain photo archive of school-wide events
- Work collaboratively with marketing and outreach consultants
- Maintain the inventory of the school's merchandise and paraphernalia
- Support staff with the creation and development of school branded materials
- Oversee the school's alumni program
- Perform other duties as assigned

QUALIFICATIONS:

- Associate's degree (A.A.) or equivalent from two-year college or technical school and/or twelve months related experience and/or training or equivalent combination of education and experience
- Three to Four Years charter school experience preferred
- Bilingual English/Spanish preferred
- Must be knowledgeable of current school software and a variety of electronic tools including internet, email, and voicemail
- Ability to write reports, business correspondence and procedure manuals

- Ability to effectively present information and respond to questions from groups of parents, staff, students and the general public
- Ability to successfully work on multiple projects simultaneously
- Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form
- Demonstrated ability to relate well to adults and children
- Experience working in urban settings preferred

CUSTODIAN - JOB DESCRIPTION

BASIC FUNCTION

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

RESPONSIBILITIES

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

QUALIFICATIONS

Knowledge, Skills and Abilities

- Skills to perform multiple, non-technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions; Operate equipment used in industrial maintenance including electrical cleaning equipment, common tools, etc.; Adhere to safety practices
- Knowledge required to perform basic math, including calculations using fractions, percentages, and/or ratios; understand written procedures, write routine documents, and speak clearly; and understand multi- step written and oral instructions. Specific knowledge required to satisfactorily perform the functions of the job includes methods of industrial cleaning; preserving floors, walls, fixtures, etc., cleaning materials; safety practices and procedures
- Abilities to schedule activities; collate data; and consider a number of factors when using equipment; Flexibility to work with others in a variety of circumstances; work with data utilizing specific, defined
- Processes; and operate equipment using a variety of standardized methods; ability to work with diverse groups of people; work with specific, job-related data; and utilize a variety of job-related equipment. (In working with others, Problem solving with data requires following prescribed guidelines; and problem solving with equipment is limited.
- Specific abilities required to satisfactorily perform the functions of the job include adapting to changing work priorities; communicating with diverse groups; meeting deadlines and schedules; working as part of a team; working with constant interruptions.
- Must be 18 years of age
- Must be able to lift 50 lbs.
- Must have knowledge of operating basic tools (wrench, screwdriver, hammer, etc.)
- Criminal background clearance, including fingerprints
- TB risk assessment
- 3 years of professional experience with expertise in custodial, maintenance, operations and/or security services in a school district or public charter school or organization providing services to children (preferred)
- Bilingual in Spanish preferred.

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall 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) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) 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).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200

- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California

Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq*.

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented

by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

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

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils 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 has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW*)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

METHODS OF RECRUITMENT

Most of WLC's openings occur in Transitional Kindergarten. Each year WLC contacts the Head Start Centers and preschools in the vicinity of the school. The principal develops positive relationships with the management of these preschools. Most WLC students live in the general vicinity of the school. Historically, approximately 20-30% of entering students are siblings of current WLC students. WLC is seen as pillar in the community and receives a large majority of interest from parent word of mouth.

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

It goes without saying that students of any racial or ethnic group are welcome at the Watts Learning Center. WLC's racial, ethnic, special education, and English learner student balance is reflective of the surrounding community. This is a trend that we expect to continue.

Element 8 – Admission Policies and Procedures

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, 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 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 not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the stud'nt's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about

enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is 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 child'en'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.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

ADMISSION REQUIREMENTS AND PROCESS

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

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

RECRUITMENT, APPLICATION AND LOTTERY PROCEDURES

Student recruitment is focused on families living within a two-mile radius of the school. Watts Learning Center's primary goal is to serve students who are socio-economically disadvantaged and/or academically low achieving. Annually, an average of 90% or more of our students qualify for the free and reduced-price meal program. These are the students we recruit because our Mission is to provide them with a "World Class Education." When compared to our history, most families live nearby and walk their children to school.

1. The application period begins at 9:00 AM on the third Monday in December and ends the last Friday in February of each year at 4:00 PM.

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

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

1. The kindergarten lottery will be held first. This will be followed by the lottery to fill spaces in grades K-5. Parents do not have to be present.
2. As each form is drawn, the number and name of the student will be listed on a chart and entered into a table in a school computer. The siblings of Transitional Kindergarten students who are selected in the lottery, will receive preference for open slots in grades K-5. Who these students are will be determined before the lottery for grades K-5 is conducted.
3. Each family will be notified of the lottery results by USPS mail and by phone. The notice will be mailed within 5 business days after the close of the lottery. Each family will be informed as to whether there is an immediate opening or if the child is on the waiting list created by the lottery. The waitlist will begin once all enrollment spaces are filled and the waitlist numbering begins.
4. The parent must accept the offer of enrollment within 7 working days after the mailing of the lottery results. A member of the office staff will also phone parents who do not respond to the mailing within the seven days. They will then have an additional 3 days to accept the placement. Acceptance occurs when the parent visits the office and completes enrollment forms or submits the forms by mail.
5. After the lottery process for a given year is complete, the same notification procedures and timeline will be used for those on the waiting list admitted to the school. When there is a vacancy at a particular grade level, the parent of the next eligible student on the waiting list is notified of the vacancy.
6. All lottery forms are kept on file. We also maintain a digital list that will include space for notations related to communications with each family, who enrolled, etc.

There are preferences for enrollment in addition to the pupils who are currently enrolled in the WLC. They are in order of priority— (1) children who reside in LAUSD, (2) the siblings of students who are currently enrolled, in order to make it easier for families with student(s) attending to have their children in a single school, (3) children of staff members. Not more than 10% of available spots are allocated to staff members' children in order to ensure staff who wish to enroll their child(ren) can do so to allow for a quality education option and increase teacher retention.

A teacher or the principal meets with the parent and pupil of each entering student to discuss the instructional program, expectations of parent involvement and any questions the parent might have. Parental involvement activities are *never* a condition of admittance nor are students ever penalized if parents are unable or unwilling to be involved on a voluntary basis. Mostly we encourage every parent to be involved on a daily basis at home to encourage the student's efforts at school and positive relationships with teachers and the school community.

Parents are given a copy of the Watts Learning Center Parent-Student Handbook in the meeting. The individual conference is important for conveying to each family the importance of the school and family working together to promote the child's academic achievement and social emotional growth.

Element 9 – Annual Financial Audits

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

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

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

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Annual Audit Procedures

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

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

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." **(Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein,
"involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

School Climate and Student Discipline System

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

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

WATTS LEARNING CENTER RULES

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

- Be Safe
- Be Responsible
- Be respectful

School-Wide Positive Behavior Support Systems

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

1. Have positive communications with parents/guardians the first days of school to establish a working relationship. They make phone call, send notes, text messages or emails.
2. Have weekly class meeting when students sit in a circle and discuss how to solve problems, how to listen, setting goals, sharing ideas, celebrating successes. This procedure gives students an ongoing voice. When consistently and appropriately implemented, it changes the climate of the classroom and school very quickly. Students learn to take responsibility and hold their peers accountable. (Based on William Glasser Work)
3. Model appropriate behaviors, also teach what is not appropriate and why.
4. Catch students behaving appropriately, by giving quite attention or specific feedback.
    a. "You did an excellent job when you took your time to…",
    b. "I really appreciate your helping …, It so important that we help each other"
    c. "Your paper looks great! Would you please share it with…"

    d. “You were walking to the bathroom when many of your classmates were running. Good job.”
5. Give “Caught Being Good” Tickets
6. Give classroom recognition.
7. Periodically call the home or send home a note informing the parents about how well the student is doing academically and socially.
8. Call parents/guardians when there is a problem but use a positive, collaborative approach.
9. Select students who are consistently well behaved as monitors. The positions and opportunities are rotated.
10. Give citizenship and other awards, lunch with the teacher, etc.

C.H.A.M.P.S. PBIS

WLC implements a three-year cycle of Discipline Data Monitoring and Restorative Practices described below.

Plan: CHAMPS (**C**ourageous, **H**onest, **A**woke, **M**otivated, **P**ositive, **S**upportive) is a Positive Behavior and Intervention Support system designed to organize the student support and intervention infrastructure of the Watts Learning Center in an effort to create a positive school culture which promotes student achievement. The system outlines the referral process, school-wide incentive program, student intervention system and network and socio-emotional curriculum which constitute a WLC PBIS system.

Do: Over the course of three-years since 2023-24, Watts Learning Center staff will implement the four aspects of the CHAMPS program. Below is a table which outlines the specific components of the referral process, school-wide incentive program, student intervention network and socio-emotional curriculum. This table is followed by a chart which outlines the implementation phases.

Referral Process	Incentive Program	Intervention Program	Socio-Emotional Curriculum
• The entire staff utilizes a single problem-solving form for student referrals. • The problem-solving form indicates the violation committed. The form also includes sections for student reflective writing and space for creating an action plan. • The CHAMPS referral system tracks offense(s) per student. The system includes a progressive series of consequences associated with each type of infraction. • The system creates a database of student referrals to be used to direct student intervention, as well as staff development.	• CHAMPS Cards – all staff members are provided with CHAMPS cards whereby they can recognize students for displaying courage, honesty, awoke-ness, motivation, positivity, and/or support. • Champ cards allow students to be eligible to select items from the Champs Chest. • Champs raffles will be held on a weekly and monthly basis. The weekly raffle will be held on a day TBD. The monthly raffle will be held during the Champs Assemblies. • All students receiving CHAMPS cards will be verbally recognized. • CHAMPS assemblies – each month the admin staff will host a CHAMPS assembly. The assemblies will be used to motivate positive student behavior and publicly acknowledge exemplary students. The assemblies will feature: CHAMPS demos/activities, guest	• CHAMPS Committee – Watts LC will form a Champs Committee which will meet on a monthly basis to be comprised of A.P, Counselor, BII, Teacher from Leadership team. The committee will: conduct monthly data audits of the referral system and review student cases for intervention referrals in accordance with the school's RTI process. The committee will also conduct an annual audit of the program and generate a recommendations plan from the data. • RTI – Watts LC **R**esponse-**T**o-**I**ntervention will function to identify and support students in accordance with the three TIERs of intervention. The system will progress as follows: in-class accommodations/ modifications **>** Champs referral **>** Champs committee review	• Class check-in: Each class will implement a daily period in which students can: hold reflective conversations, express beliefs/feelings, discuss pertinent issues and center intent on maintaining a socio-emotional space conducive to achievement. • CHAMPS Curriculum – Each grade level will be responsible for creating and implementing lessons designed to teach and model the individual elements of CHAMP-like behavior. Grade level teams will create a minimum of four lessons, along with a timeline for 2018-2019 implementation. • CHAMPS Assemblies – students will engage in poetry readings, dramatic re-enactments, pantomime activities, dances, etc. to demonstrate each element of CHAMP-like behavior at CHAMPS assemblies. Each grade level will be

	speakers/host and public acknowledgement of exemplary students.	**>** SSPT conference **>** Tier 3 intervention • Champs Crew – students may be referred to the Champs Crew as an intervention mechanism. The champs crew will outline an individual action plan utilized to support students in areas of challenge. Students/parents will meet periodically with a designated support staff member to review and modify the action plan. • Academic Intervention – TBD • Nexus of Support – Mr. Hubbard will continually work on identifying entities/programs capable of addressing the myriads of challenges which can cause student misbehavior and under-achievement. The Nexus of Support outlines the various entities/apparatus of support employed by Watts LC. • Reconciliation Conferences – violent and/or egregious violations will be remedied through reconciliation conferences. Reconciliation	assigned a theme and month in which their students will perform a CHAMPS demo. The CHAMPS demo will match the theme assigned for the grade level CHAMPS lessons. • Council – All WLC staff members will be trained in "Council". Upon completion of the training, all classes will be required to participate in a minimum of two "council(s)" per semester.

		conferences will involve scripted dialogue ("I" statements) between involved students, facilitated by a designated administrator. All conferences will require full parental consent.	

Phases of Implementation:

23-24	**24-25**	**25-26**
• Referral system • Incentive program – cards, CHAMPS chest, public recognition • Assemblies • Development of CHAMPS lessons • Class check-in(s) • Creation of CHAMPS committee • RTI • Creation of academic intervention program • Professional Development – CHAMPS elements, TIERs of intervention • CHAMPS Crew • Begin CHAMP-ification of campus	• Implementation CHAMPS lessons • Implementation of universal class check-in system • Staff training in "Council" • Professional Development – Council, reconciliation conferences • Continue CHAMP-ification of campus	• Implementation of "Council" • Implementation of Reconciliation conferences • Professional Development – TBD based upon data analysis • Finish campus CHAMP-ification

*The Principal and Assistant Principal will supervise a full acculturation of the elements of the CHAMPS programs throughout the campus, including but not limited to: posting CHAMPS posters and decorations throughout the campus, highlighting stories of Champions, posting student work from the CHAMPS lessons, installing a "Be a Champion Today" plaque at the student entrance and annually distributing CHAMPS shirts for all stakeholders (CHAMPS shirts will be worn by all stakeholders on the day of assemblies).

STUDY: The CHAMPS program will be monitored and evaluated based upon the following data streams:

- Referrals – monthly, quarterly, semester, annually; individual, teacher, grade-level, gender, race/ethnicity; in-class, out-of-class; time-of-day

- Attendance – student, teacher, support staff
- Tardies – student, teacher, support staff
- Lesson – teacher/student evaluations, work products
- Incentives distributed – teacher, grade level, individual; incentives selected; participation levels
- CHAMPS Crew – individual progress; referrals – teacher, grade level, gender, race/ethnicity
- Stakeholder surveys
- SSPT referrals and outcomes
- TIER 3 referrals and outcomes

ACT: Data streams will be evaluated throughout the school year by the CHAMPS committee which will make recommendations for real-time modifications. The program will also be evaluated at the end-of-the-year to determine overall effectiveness, professional development, program modifications and the CHAMPS calendar for the ensuing school year.

HANDLE CONFLICT AND MISBEHAVIOR APPROPRIATELY

The following behaviors are also expected from staff:

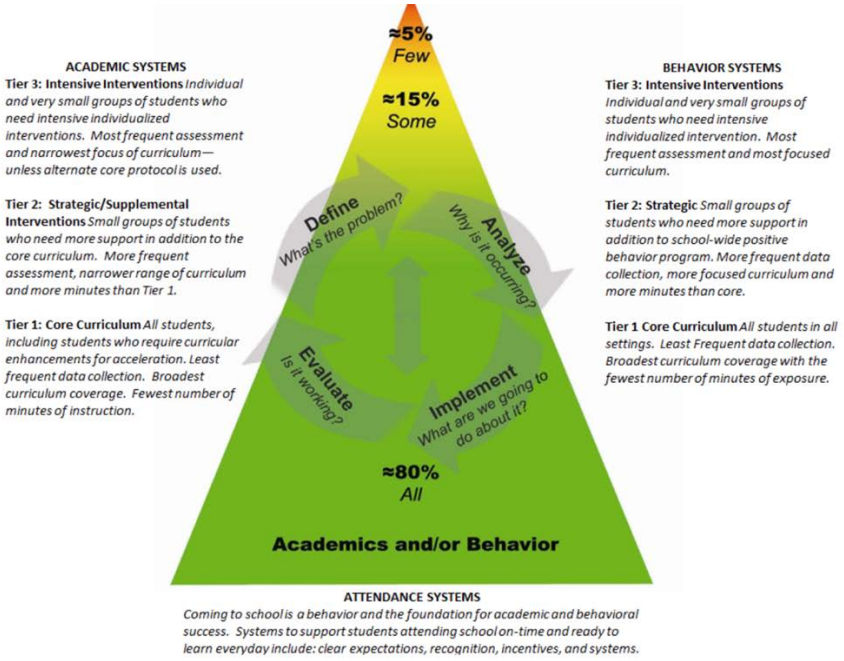
1. Keep your cool and never overreact to the things that students do or say.
2. Never engage a student in a discussion while you are angry, or the student is angry. ***Model respect for students.*** In a very calm voice direct the student to a place where he can sit and not be disturbed by other students.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

MULTI-TIERED SYSTEMS OF SUPPORT

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

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

Watts Learning Center will follow the LAUSD Multi-Tiered Systems of Support that encompasses systems of support of academic and behavior systems.



Source: *Special education instruction / intervening early and often: Multi-tiered systems of support (MTSS)*. / Intervening Early and Often: Multi-Tiered Systems of Support (MTSS). (n.d.). https://www.lausd.org/page/4134

COLLABORATIVE PROBLEM-SOLVING APPROACH

Student misbehavior that continues, may require a collaborative team approach to develop a solution to re- engage children in productive behavior and social interaction that supports learning. Developing a collaborative plan including students and families, teachers and staff may occur through the Student Success Team or other team structures. Enlisting parent participation in positive reinforcement and encouraging families to visit the classroom during the school day may also be identified as effective strategies. Other school responses may include the active involvement of children in designing a solution and support plan, assignment of school beautification projects or other activities to re-engage and support children in appropriate and responsible behavior.

OFFENSES HANDLED BY THE CLASSROOM TEACHER

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

RESTORATIVE PRACTICES

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

DISCIPLINE DATA MONITORING

By using data to guide decision-making, MTSS fosters a proactive and collaborative environment among educators, families, and support staff, ensuring that every student receives the appropriate level of help to thrive in their learning journey. WLC strategically monitors student behavior data. Data is tracked daily by teachers using the referral process and, all of the information is reviewed weekly by administration. Rewards and restorative practices are assigned based on C.H.A.M.P.S. data each month and whenever there may be an uptake in non-positive referrals.

PROFESSIONAL DEVELOPMENT

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

IN SCHOOL SUSPENSIONS

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

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

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

In-school suspension will not be an option for the following offenses:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel;
- Made terrorist threats against school officials or school property, or both

WLC SUSPENSION AND EXPULSION POLICIES AND PROCEDURES

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the offenses for which students at non-charter schools' may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

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

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

The Charter Principal shall ensure that students and their parents/guardians[8] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall be incorporated in the Parent-Student Handbook and the Charter School Website. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

A. GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

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

B. ENUMERATED OFFENSES

1. **DISCRETIONARY SUSPENSION OFFENSES.** Students may be suspended when it is determined the student*:*

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

[8] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

b) Willfully used force or violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 5, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to pupils in any of grades 4 to 5, inclusive.

s) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

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

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee’s concurrence.

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

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

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. DISCRETIONARY EXPELLABLE OFFENSES: Students may be recommended for expulsion if other means of correction repeatedly failed to bring about proper conduct or if any of the following occur:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
g) Stole or attempted to steal school property or private property which includes but is not limited to, electronic files and databases.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a pupil.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their r immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases. or the personal property of the person threatened or their immediate family.
q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's

academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 5, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 5, inclusive.

s) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 5, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

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

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or

attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.

4. NON-DISCRETIONARY EXPELLABLE OFFENSES: Students must be recommended for when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or principal's designee's concurrence. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed. Committed or attempted to commit robbery or extortion.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in with Health and Safety Code Section 11053, *et seq.*)

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288 a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or WLC Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United

States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:
The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. SUSPENSION PROCEDURE
Suspensions shall be initiated according to the following procedures:

1. CONFERENCE
Suspension shall be preceded, if possible, by a conference conducted by the principal or the designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the principal or designee.

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present his or her version and evidence in their defense. This conference shall be held within two (2) school days, unless the student’s parent/guardian waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

2. NOTICE TO PARENTS/GUARDIANS
At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension, the date of return following suspension. This notice shall state the specific offense committed by the student as well as the date the student may return to school following the suspension. If Charter School

officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. SUSPENSION TIME LIMITS/RECOMMENDATION FOR EXPULSION

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension or a maximum of 20 days per school year.
Upon a recommendation of expulsion by the principal or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon determination, the student's suspension will be extended pending the results of an expulsion hearing.

HOMEWORK ASSIGNMENTS DURING SUSPENSION

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall be included in the calculation of the student's overall grade in the class.

D. AUTHORITY TO EXPEL

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provided for such a hearing and the notice of said hearing, as required by law.
A student may be expelled either upon the recommendation of a neutral and impartial hearing officer or a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel, if utilized, shall consist of at least two (2) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Hearing Officer or Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. EXPULSION PROCEDURES

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

The principal or designee shall either select a Hearing Officer or appoint an Administrative Panel to hear and consider the recommendation for expulsion. The hearing shall be held in

closed session (complying with all pupil confidentiality rules under FERPA) unless the student's parent/guardian makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
9. The right to request reasonable accommodations and language support during the hearing.

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five-days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time they testify, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing

may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. RECORD OF HEARING

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

H. PRESENTATION OF EVIDENCE

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

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

I. EXPULSION DECISION

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

If the Hearing Officer or Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to his/her educational program.

J. WRITTEN NOTICE TO EXPEL

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

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

K. DISCIPLINARY RECORDS

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

L. EXPULSION APPEALS PROCESS

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

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

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

M. EXPELLED STUDENTS/ALTERNATIVE EDUCATION

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

requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. REHABILITATION PLANS

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the WLC Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. READMISSION OR ADMISSION OF PREVIOUSLY EXPELLED STUDENTS

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the WLC Board of Directors following a meeting with the principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the principal's or designee's determination.
The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. NOTICE TO TEACHERS

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OR INVOLUNTARY REMOVAL OF STUDENTS WITH DISABILITIES

1. NOTIFICATION OF DISTRICT

If a school of the district for purposes of special education, the Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student that the Charter School or the District would be deemed to have knowledge that the student had a disability.

2. SERVICES DURING SUSPENSION

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

3. PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the

Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

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

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

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

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

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

4. DUE PROCESS APPEALS

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/guardian and the Charter School agree otherwise.
In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.
In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the

hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. SPECIAL CIRCUMSTANCES

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

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

6. INTERIM ALTERNATIVE EDUCATIONAL SETTING

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

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

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

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

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

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

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

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

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).)

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

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

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

CERTIFIICATED EMPLOYEES - STATE TEACHERS' RETIREMENT SYSTEM

All eligible, full-time certificated Watts Learning Center employees are covered by the State Teachers' Retirement System ("STRS"). All contributions are matched by Watts Learning Center and all withholdings are sent to STRS as required. All contributions are deducted through the Human Resource System ("HRS") managed by LACOE. All contributions and reconciliations of STRS are processed and managed by the Los Angeles County Office of Education and reports are sent to Watts Learning Center for verification. The Charter School shall continue participation in STRS for the duration of the charter school's existence under the same County-District-School (CDS) code.

CLASSIFIED AND OTHER EMPLOYEES PUBLIC EMPLOYEES' RETIREMENT SYSTEM

Non-certificated employers are covered by the California Public Employees' Retirement System ("CalPERS") and federal social security. All employee contributions are matched by Watts Learning Center and all withholdings are sent to PERS as required. All contributions are deducted through the Human Resource System managed by LACOE. All contributions and reconciliations of PERS are processed and managed by the Los Angeles County Office of Education and reports are sent to Watts Learning Center for verification. The Charter School is obliged to continue participation in PERS for the duration of the charter school's existence under the same CDS code.

MEDICARE

All employees will pay the required percentage of Medicare.

Element 12 – Public School Attendance Alternatives

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

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

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

PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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).)

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

   To Charter School:
   Watts Learning Center
   c/o Principal

310 West 95th Street
Los Angeles, CA 90003

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

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

To Charter School:
Watts Learning Center
c/o Principal
310 West 95th Street
Los Angeles, CA 90003

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

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

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(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. Revocation proceedings are not subject to the dispute resolution provisions 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.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the

California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court..

1. The WLC closure agent will be the Executive Director.

Additional Provisions

FACILITIES

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

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

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

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

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

  (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language

to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificatesof insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> "Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District.

Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

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

Fiscal Policies and Procedures

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

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

Watts Learning Center (also referred to herein as "WLC" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(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. (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 Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "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 FSDRL 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) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials

and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place

to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

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

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

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).)**

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 comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws,

nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

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. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall 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) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) 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).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures

- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment

and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq*.

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

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

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils 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 has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW*)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted

Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Policies and Procedures

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, 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 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 not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is 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.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

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).)**

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

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

k. Provisional Budget – Spring prior to operating fiscal year
l. Final Budget – July of the budget fiscal year
m. First Interim Projections – November of operating fiscal year
n. Second Interim Projections – February of operating fiscal year
o. Unaudited Actuals – July following the end of the fiscal year
p. Audited Actuals – December 15 following the end of the fiscal year
q. Classification Report – monthly according to Charter School's Calendar
r. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
s. Instructional Calendar – annually five weeks prior to first day of instruction
t. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational

rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." **(Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein,

"involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

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 OF THE DISTRICT

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

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing

- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  C. Was the misconduct caused by, or directly and substantially related to the student's disability?
  D. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

6) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
[Charter School Name]
[Charter School Address]

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

8) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

9) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually

agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

10) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

6) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

   Director/Principal
   [Charter School]
   [Charter School Address]

7) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

8) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

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

10) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(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. Revocation proceedings are not subject to the dispute resolution provisions 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.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the

Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

12. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

13. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

16. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

5. The effective date of the closure of Charter School

6. The name(s) and contact information for the person(s) handling inquiries regarding the closure

7. The students' school districts of residence

8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

3. A description of the circumstances of the closure

4. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

4. Information on how to enroll or transfer the student to an appropriate school

5. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School

5. The name(s) and contact information for the person(s) handling inquiries regarding the closure

6. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

10. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

11. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

12. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district,

enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

13. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

16. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

17. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

18. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

6. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

e. Make final federal tax payments (employee taxes, etc.)

f. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation

undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

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

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

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

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

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

(iii) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(iv) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(iii) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(iv) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District

policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

5. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to

any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

10. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

11. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

12. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

13. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

14. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as

approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> "Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and

volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

- Charter School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

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

Fiscal Policies and Procedures

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

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year

implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (