



**LAUSD BOARD
APPROVED**



**05/13/14
(BR 417-13/14)
TERM: 2014-2019**

“A World Class Education”

**WATTS LEARNING CENTER CHARTER
MIDDLE SCHOOL**

CHARTER PETITION RENEWAL

July 1, 2014 – June 30, 2019

**Submitted to: Los Angeles Unified School District
March 21, 2014**

Watts Learning Center Charter Middle School

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Assurances and Affirmations

Watts Learning Center Charter Middle School (hereinafter “WLCCMS”) “WLC Charter Middle School” or “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 47605(d)(1)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine attendance by public random drawing, if the number of pupils who wish to attend the charter school exceeds the schools capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the 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. EC 47605(d)(3)
- Meet all statewide standards and conduct pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult on a regular basis, with the charter school’s parents, legal guardians and teachers regarding the school’s educational programs. EC 47605 (c)(2)

WATTS LEARNING CENTER CHARTER MIDDLE SCHOOL

We have included in this petition information about the Watts Learning Center charter elementary School as an indicator of the Watts Learning Center operators' ability to perform educational activities necessary for success. This demonstration is an important foundation for the realization of our vision.

Watts Learning Center Background Information

In 1997, the Watts Learning Center opened in South Los Angeles, becoming one of the first three independent charter schools approved in the Los Angeles Unified School District (LAUSD). Founded with the belief that all students can learn when supplied with a rigorous curriculum, academic support, and held to high standards, Watts Learning Center (WLC) steadily built up its student body and its reputation as an academically rigorous K-5 elementary school and one of the top-scoring elementary schools in South L.A. One of the strengths of the elementary school is its strong balanced literacy approach to learning. As a result, the WLCCMS will strengthen student performance by emphasizing the literacy skills identified in the ELA Common Core State Standards through application to content in English, Social Studies, Science and Technical subjects. Student tasks will embody performances called for by the Career and College Readiness Anchor Standards in ELA, while companion instructional units target the requisite skills.

The Watts Learning Center (WLC) is truly one of the remarkable educational improvement and empowerment stories in the state of California, if not the nation. WLC opened its doors in 1997 in Watts, California. Watts, known by many as the location of the infamous Watts riots of 1965, continues to be one of the most underserved, disenfranchised, and economically deprived communities in the nation. This 2.12 square mile region of the city is home to approximately 37,000 residents. It is one of the youngest and poorest communities in the state of California, with a median age of 21, and according to the US Census Bureau residents have a median household income of \$25,000. The community has long been beset by drugs, crime, gangs, and higher than average homicide rates. Only 2.9% of Watts' residents have a four-year college degree, and their schools have been labeled as some of the most under performing in the state.

It is against this back drop that the WLC emerges. In a community that has been typically overlooked, underserved and under educated, WLC provided a semblance of educational hope and possibility to a community that desperately needed it. In 1997, Gene and Sandra Fisher along with key community leaders opened the doors to the K-5 Watts Learning Center Charter School. The school opened up to a community where approximately 92% of the students were on free and reduced lunch, and all of the students were African American and Latino. The community has one of the highest foster care rates of children in all of Los

Angeles County, and academic outcomes from many of the neighboring schools are among the lowest in the state. Over the next decade what transpired in the WLC has been simply remarkable. During the first decade of the new century, WLC was recognized as a California Distinguished School as well as the California Charter School Association Charter School of the Year for its dramatic improvement. In 2011, WLC earned a state academic performance index (API) of 852, ranking it as one of the highest in the state. In 2013, WLC continued to demonstrate outstanding academic growth for any school, but in particular for a school in south Los Angeles, by posting an API of 852. The school has consistently outperformed similar nearby public schools and consistently performs in the top decile statewide when compared to demographically similar schools. In 2009-10, LAUSD's African American students' API score was 725 - 133 points below Watts Learning Centers. The school also demonstrated success in accelerating the performance of its students. For example, in 2010 the school's fourth grade class increased its English Language Arts proficiency by 29% and math proficiency by 31% when compared to their performance from the prior year. The demand for access to the WLC has grown exponentially, with residents from across Los Angeles County seeking an opportunity to enroll their children at this phenomenal learning center.

The success of the WLC spurred a tremendous outpour from parents and community members to provide an extension of the success that was being enjoyed at the K-5 level into middle school. This call for an academically enriching middle school is warranted given the dismal options that parents and students have with two of the neighboring schools to the WLC elementary school being among the poorest performing schools in the city and the state. The Fishers and the board of directors, seeing the need in the community responded to the call by pushing forward to opening the doors to the WLC middle school in the fall of 2009.

What is important to note is that the Watts Learning Center Charter Middle School received the approval of the charter in August of 2009, approximately 2 weeks before the start of the academic year. Moreover, the site that was approved for the opening of the school was on the campus of 112th Street Elementary School in south Los Angeles, adjacent to the largest public housing development in the nation (Nickerson Gardens). Far from the ideal location to open a new middle school, many recommended that given the late notice upon which the charter was received and the site for the middle school to open, that the WLC Board delays opening the school for a year. Conventional wisdom would agree with the idea of taking time to put the appropriate steps in place before opening a school for such a critical time in children's educational development. However the WLC Board decided that there was no time to delay for the start of the transformation in the

educational development of these students. The temporary site had limited space for students, restricted access to school resources, and was located in a community that has had its share of crime. Opening the school at this site posed many challenges that affected students' experiences academically, socially, and emotionally.

Weighing the pros and cons of opening the new middle school in 2009, the Fishers and board moved forward with opening the school with tremendous odds stacked against them for the school's success. Arguably the biggest challenge in success for the schools was its feeder elementary schools. The majority of the students attending the WLC middle school were coming from schools where they had not received the solid academic foundation that is essential to success at the middle school. Although a small percentage of the students at the middle school transitioned from the elementary school, most of the new students were not familiar with the WLC culture and core values of achievement, respect, commitment, integrity, community and acceptance that are staples at the elementary school. Thus, getting new students to buy into a new cultural paradigm around educational success has been a challenge. This is especially difficult at a time when many middle school students are encountering a plethora of social, emotional, psychological, and physiological challenges and transitions. Furthermore, a close analysis of student socioeconomic status, mobility rates, parental education, and other important demographic variables would suggest that the population of students attending WLC Middle School is some of the most vulnerable youth in the city¹.

It goes without stating that getting students who have historically underperformed to become high performers is a task that takes time. The enormity and the complexity of this task is a familiar one for the WLC. The success of the WLC elementary school did not occur over night. It took several years to build the type of first class learning environment that it is today. The WLC has shown at the elementary level that this is possible. With the establishment of the WLC middle school at a brand new site, it is well on the way to achieving similar success as its elementary school counterpart. A few of the indicators are as follows:

Analysis of the School's Student Achievement

LAUSD School Performance Framework:

The District-wide Student Performance Framework data was considered for renewal. During the 2012-2013 school year WLCMS was a FOCUS school. The

¹ <http://www.city-data.com/zip/90003.html#izz2wSAFKXAC>

school-wide percentage of students at WLCCMS scoring proficient and advanced did increase on CST in ELA but in Mathematics, we still didn't meet the growth target used on the LAUSD 2013 School Performance Framework status metric. As a result, we only received 1 point. Last year we increased our enrollment by 200% to serve our community. As a result, we improved our professional development and enhanced our curriculum and instructional practices. These changes resulted in a 65 point increase in our student performance in our API.

Building on those strengths, we have strategically increased our focus on data analysis not only by using teacher-made assessments using Data Director, but also on norm-referenced tests in Reading, Language, Mathematics, and Science by using NWEA assessments. The tests have been administered this winter and will be administered again in the spring. In future years, the NWEA tests will be administered in the Summer/Fall, Mid-year, and the spring so that student performance can be compared on a national scale and be used to inform instruction.

In addition to the assessments, we have strengthened our mathematics program by using the integrated math curriculum for Mathematics from the Common Core State Standards. We have emphasized our 6th grade math practices to provide a greater foundation for 7th and 8th grade mathematics by utilizing a math coach. We will continue to strengthen our math performance by adding additional tutoring before and after school as well as continuing to use the ALEK math intervention program.

Project Read

WLCCMS has successfully competed for funding to participate in the California Department of Education's Project Read. Project Read is an intensive five year program of training and coaching to support middle school sites to fully implement a research-based reading program with fidelity. See specific goals in Elements 2/3.

We acknowledge that relevant and engaging learning environments are only one part of the equation in helping our students bridge the achievement gap. We understand that it is critical that we continue to help our students acquire the knowledge and skills to engage with and demonstrate their content knowledge in ways, such as through standardized tests which creates the foundation for determining 21st Century learning. As a result, the WLCCMS is committed to continuous examination and improvement of our school as characterized by a learning environment where students, teachers, administrators and parents are engaged in regular and ongoing opportunities to measure student academic progress, identify areas for the path we believe will guide our students to be successful in the 21st century while improving and mastering state subject content in ways that develop students' content knowledge as well as their skills in and familiarity with standardized assessments.

During the initial year of operation 2009-2010, the WLCCMS was located on the campus of 112th Street Elementary School and opened with only 66, 6th grade students. Only 11 students transferred from the Watts Learning Center Elementary School. The remaining 55 students matriculated from 112th Street Elementary School and would otherwise have attended Markham Middle School. Our school received an API of 677 with no numerically significant subgroups. There were no English Learners redesignated. In addition, there were no similar schools ranking assigned for this year. There were a total of 2 teachers and 1 administrator.

During the 2010-2011 school year, the school enrolled a total of 117 students in grades 6 and 7 consisting of 63 African American and 51 Hispanic and 1 American Indian/Alaska Native; all 117 students were eligible for free and reduced price lunch. Forty-nine of the 66 6th grade students returned for 7th grade. During this year, no students transferred from the WLC Elementary School. Again, none of the subgroups was numerically significant. The English Learner redesignation rate was the result of 23 students transferring to our school who had been redesignated by their previous school. CDE calculated this number to represent a 2300% increase from the year before. The API during this year declined from 677 to 567. No similar schools ranking was assigned for this year. There were a total of 4 teachers and 1 administrator. There was a 100% turnover of teachers and administrator.

During the 2011-2012 school years, the school had a total enrollment of 140 students in grades 6-8. No students transferred from the WLC Elementary School and all 6th grade students matriculated from 112th Street Elementary School. None of the 6th grade students was proficient or better in Language Arts or Mathematics when they were in the 5th grade. Only 44 7th grade students (out of 100) returned as 8th grade students. The staff consisted of 6-core/multiple subject teachers, 1 part time physical education teacher and 1 administrator. Each core subject teacher was required to teach 2 grade levels. The 6th grade classes were “cored” together as ELA/History and Math/Science. With so few teachers, the master schedule did not allow for teacher collaboration or grade level planning during the school day. Only 2 teachers returned from the previous year. The administrator was also new.

Instructional challenges resulted from a lack of access to the internet at the 112th Street Campus. . At that location, we did not have adequate broadband width or speed to implement Read 180 or the ALEK math intervention programs. As a result, teachers had to rely on other tools to provide reading and math intervention as well not being able to take advantage of technology that was purchased, such as Smartboards.

In May of 2012, WLCCMS had an initial visit from WASC and was advanced to candidacy. The WASC report identified some critical issues such as collecting

and analyzing student data; developing a formal professional development plan for new teachers and teachers new to the profession; implements procedures to move more students into the proficient band of performance. The school is participating in the WASC review as a way to improve student achievement and have our efforts verified by a third party. The school is moving forward with WASC accreditation and will conduct a full self-study during the 2014-2015 school year.

In order to comply with the Public Charter School Grant Program, the teacher evaluation was revised to base 50% on objective student learning measures, 30% on student performance; and 20% on classroom observation. This model shifts student achievement accountability more to the teacher and less on the student (See Element 5 for a sample).

During the 3rd year of operation, the charter school's expected capacity was 300. Despite many marketing strategies, including offering enrollment incentives to parents, the projected enrollment of 180 students, as budgeted, did not materialize. Parent comments included "I don't want my kids going to school in 'that' neighborhood", "I will not send my daughter to school in the 'projects'". Teacher candidates shared that the working conditions were too poor at that location.

In order to improve student achievement, 2 things had to happen: change locations and change the curriculum. WLCCMS applied for a different facility under Prop 39. The District's initial offer was to remain at the current location with no increase in space. The 112th Street Elementary School campus was not "shared" as it should be. Instead, a makeshift cafeteria was offered; no access to the school's library or playground (which was not conducive to a middle school). The bungalows offered for office and classrooms were covered with wrought iron bars on the windows and doors that were easily burglarized on a repeated basis. The students and staff were subjected to repeatedly losing equipment that was needed to enhance the curriculum.

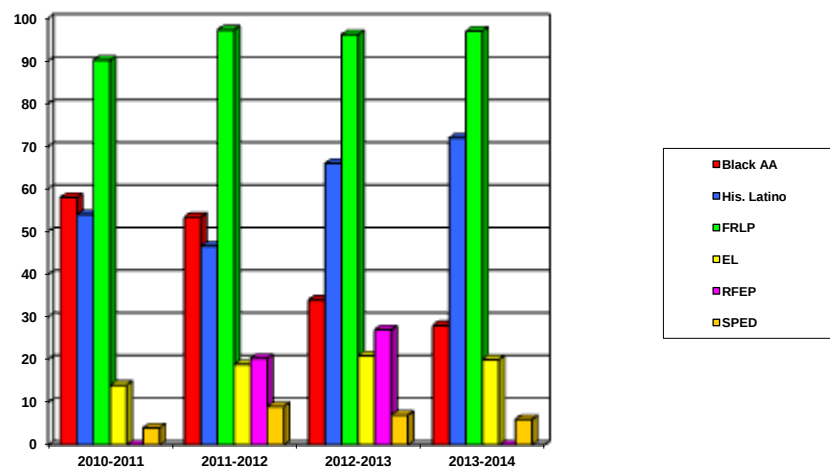
The curriculum is taught by highly qualified instructional staff, but because there were 2-6th grade teachers and 4-7th and 8th grade teachers, that left 1 teacher for each of Language Arts, Mathematics, Science, and History-Social Science in 7th and 8th grade. A block-schedule was implemented late in the school year that offered students instructional time to complete projects and learn content in blocks of time that were spread out over the week. Based on student performance, groups were developed to meet students' needs, however, the number of students that struggled, far exceeded the number of students that were proficient or advanced.

During the 2012-2013 school year, the WLCCMS moved to the campus of South Region High School #12 (named Mervyn M. Dymally High School). The instructional staffing was increased so that the two 6th grade classes would be "cored" with the remaining elective being math and reading lab. Both 6th grade

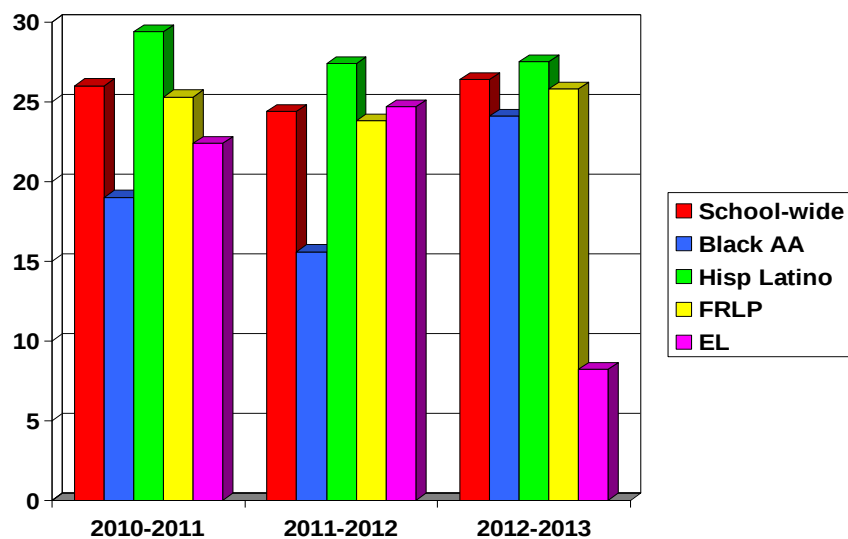
teachers returned. The 7th grade and 8th grade instructional team consisted of 1 teacher for each ELA, Math, Science, World History. One 7th grade teacher returned and 2-8th grade teachers returned. That represented an overall retention rate of 83%. The Director remained the same as well.

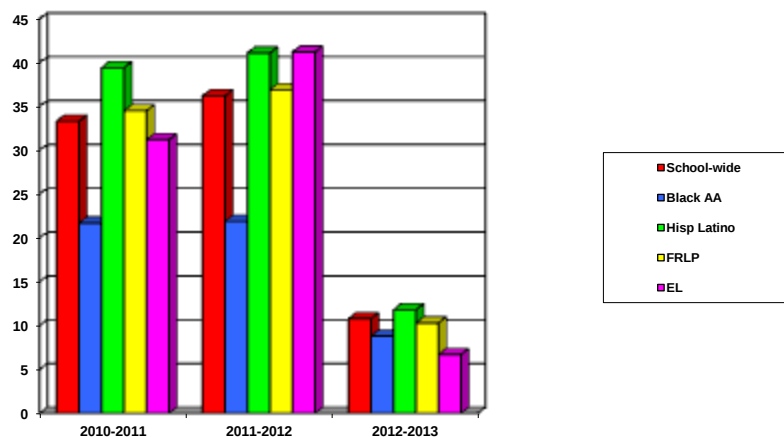
The school enrollment shifted dramatically during this year as shown in the table below by percentage:

Enrollment



Adequate Yearly Progress (AYP) English Language Arts





Adequate Yearly Progress (AYP) Mathematics

Using CST data from 2011-2012, Schoolwide goals were developed for English Language Arts and Mathematics. Teacher's used both publisher and teacher-made tests to assess formally students in language arts, math, science, and social studies. During preparation time, teachers use their class assessments from Data Director and other formative assessments to identify gaps in knowledge that needed to be re-taught, or grouping students according to need, and adjust lessons accordingly. Teachers worked in Professional Learning Community Teams to develop common assessments for ELA and Mathematics. Dedicated PD time allowed teachers to analyze recent assessments, examine student work and calibrate practices. Students who are consistently not meeting grade level standards were referred to the Student Success Team to determine further intervention and/or accommodations to help the student achieve mastery. Students were offered additional intervention support during each winter and summer break.

Frequent classroom observations/walkthroughs were implemented. The Director provided instructional support to teaching staff by providing feedback that was both evaluative and non-evaluative. The focus of the observations specifically addressed improving student learning, instructional practice and the use of data to guide instruction. In addition, teachers were provided feedback on their progress towards school-wide and individual goals (based on the California Standards for the Teaching Profession).

During the 2011-2012, 2012-2013, and 2013-2014 school years the school continued conducting a thoughtful analysis of data and professional development was used to inform teachers and parents and improve instruction. Surveys revealed that parents and students log into PowerSchool often on a daily basis to stay apprised of student progress. Teachers use PowerSchool to enter data on a daily basis (attendance, grades).

Another key component to the school's success is the increased parental engagement in all aspects of our operation. Administration, teachers, and staff value the role that parents play in their child's educational success. Several components have been put in place to ensure that parents are informed of opportunities to help support their child through parent meetings/trainings; increased opportunities for parents to contribute time and talent to the school on a voluntary basis. Our connection to parents has included providing support services for housing, medical/mental health referrals, parent support groups, etc.

SUCCESSFUL SCHOOLS PARTNERSHIP

During the 2013-2014 school year, the charter school participated in a Dissemination Grant Program emphasizing teacher evaluation in partnership with Synergy Academies. Both administrators and teacher leaders were trained in conducting data based classroom observations based on the research practices of Marzano focused on the Art and Science of Teaching². As a result, school wide focus for the 2013-14 school year has been on Design Question 1: Classroom Strategies and Behaviors. Emphasis was placed on lesson segments involving:

Routine Events – Communicating Learning Goals and Feedback

- Providing Clear Learning Objectives and Scales (Rubrics)
- Tracking Student Progress
- Celebrating Success
- Establishing Classroom Routines
- Organizing the Physical Layout of the Classroom

Addressing Content – Helping Students Interact with New Knowledge

- Organizing Students to Interact with New Knowledge
- Chunking Content into “Digestible Bites”
- Helping Students Practice and Deepen New Knowledge
- Review Content
- Organizing Students to Practice and Deepen Knowledge
- Using Homework
- Examining Similarities and Differences
- Examining Errors in Reasoning

² The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction, ACSD, 2007.

- Helping Students Generate and Test Hypothesis
- Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- Providing Resources and Guidance

Enacted on the Spot

- Noticing When Students are Not Engaged
- Providing Opportunities for Students to Talk About Themselves
- Recognizing Adherence to Rules and Procedures
- Applying Consequences for Lack of Adherence to Rules and Procedures
- Acknowledging Adherence to Rules and Procedures
- Establishing and Maintaining Effective Relationships with Students
- Understanding Student's Interests and Backgrounds
- Communicating High Expectations for All Students
- Demonstrating Value and Respect for Low Expectancy Students
- Asking Questions of Low Expectancy Students

In the charter petition renewal term 2014 –2019, teacher evaluations will be expanded to include:

1. Planning and Preparation
 - a. Effective scaffolding of information within lessons
 - b. Lessons within units
 - c. Attention to Common Core State Standards
 - d. Use of Available Technology
 - e. Needs of English Learners
 - f. Needs of Students Receiving Special Education and Related Services
 - g. Needs of Students who Lack Support for Schooling
- Reflecting on Teaching
 - Identifying Areas of Pedagogical Strength and Weakness
 - Evaluating the Effectiveness of Specific Pedagogical Strategies and behaviors
 - Developing a Written Growth and Development Plan
 - Monitoring Progress Relative to the Professional Growth and Development Plan
- Collegiality and Professionalism
 - Promoting Positive Interactions with Colleagues
 - Promoting Positive Interactions about Students and Parents
 - Seeking Mentorship for Areas of Need or Interest
 - Mentoring Other Teachers and Sharing Ideas and Strategies
 - Promoting School Development – Adhering to School Rules and Procedures

COMPARISON SCHOOLS in the CHARTER

The following chart shows the 2013 API scores for the Watts Learning Center Charter Middle School and the 4 closest middle schools in WLCCMS's neighborhood. WLCCMS's API score is 621. This data was obtained from CDE's DataQuest.

Surrounding Schools Demographic and Performance Data												
LAUSD School	# of Students 2013	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% [Major Ethnicity #1] Hispanic	% [Major Ethnicity #2] African American	% [Major Ethnicity #3]	2013 Growth API	2013 API State Rank	2013 API Similar Schools Rank	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?
Drew MS	1020	93%	11%	57%	88%	20%	.003%	614	1	1	no	no
Gompers MS	914	100%	20%	23%	62%	33%	.002%	607	1	1	yes	no
Bret Harte MS	925	84%	11%	48%	74%	27%	.004%	656	1	2	yes	yes
Bethune MS	1166	97%	80%	27%	99%	15%	.001%	685	1	6	no	no

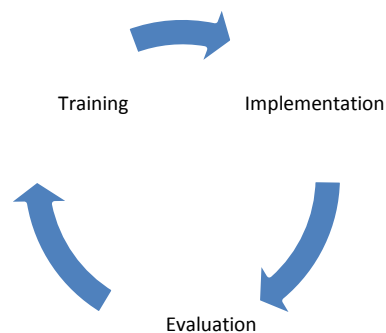
Surrounding Schools Demographic and Performance Data												
Charter Schools	# of Students 2013	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% [Major Ethnicity #1] Hispanic	% [Major Ethnicity #2] African American	% [Major Ethnicity #3]	2013 Growth API	2013 API State Rank	2013 API Similar Schools Rank	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?
New Designs	574	98%	.05%	24%	38%	23%	.001%	783	3	8	yes	yes

Skirball	442	94%	.05%	19%	81%	18%	.001%	752	3	8	no	no
College Ready	500	94%	.052	63%	92%	8%	0	761	4	9	no	no
WLC CMS	339	96.2%	12%	20.9%	65.8%	33.9%	0	621	1	1	Yes	Yes

Source: DataQuest

Candidate for Western Association of Schools and Colleges (WASC) Accreditation

In the spring of 2012, WLCCMS had an initial visit by a (WASC) visiting team. The committee's recommendation was to advance the school the school to candidacy. The WASC process has focused the school on improvements that will be targeted and focused on improving student achievement. As a WASC candidate, the school has implemented all of the recommendations for critical issues. As a result, the master schedule was designed to maximize instruction time for our students by use of block scheduling. The teacher's professional development program was formalized by partnering with the Los Angeles County Office of Education Charter School Network Consultants. Using data to determine school-wide practices by conducting walkthroughs, a data analysis was done to determine professional development priorities that would result in Schoolwide expected outcomes. As a result, the school developed a three-pronged approach to professional development as shown below:



WLCCMS will implement a robust 3-week professional development program prior to the opening of school each year. With an emphasis on the Common Core standards, professional development will emphasize:

- 1) Differentiated Instruction
- 2) Project-Based learning (Buck Institute)
- 3) Teacher and Student Use of Technology
- 4) Rigorous Lessons

ELEMENT 1—THE EDUCATIONAL PROGRAM

“A description of the educational program of the school, designed, among other things, to identify those whom the 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.” —California Educational Code § 47605 (b)(5)(A)(i)

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

GENERAL INFORMATION

- The contact person for Watts Learning Center Charter Middle School is **Gayle P. Windom**.
- The contact address for Watts Learning Center Charter Middle School is **8800 South San Pedro Street, Los Angeles, CA 90003**
- The contact phone number for Watts Learning Center Charter Middle School is **323-565-4800**.
- The proposed address or target community of Watts Learning Center Charter Middle School is **8800 South San Pedro Street, Los Angeles, CA 90003, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 7 and Education Service Center South.**
- The term of this charter shall be from **July 1, 2014 to June 30, 2019**.
- The grade configuration of Charter School is **6-8**.
- The number of students in the first year will be **420**.
- The grade level(s) of the students in the first year will be **6-8**.
- The scheduled opening date of Charter School is **August 12, 2014**.
- The admission requirements include: **birth certificate, immunization including T-Dap before admission to 7th grade;**
- The enrollment capacity is **420**. (Enrollment capacity is defined as **all students who are enrolled in Charter School regardless of student residency**).
- **The type of instructional calendar** (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: **traditional**.
- The bell schedule for Charter School will be: **8:10 a.m. – 2:55 p.m.**
- If space is available, traveling students will have the option to attend.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§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 §47605(b)(5)A(ii), using the Local Control Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education §47605.5, including but not limited to the requirement that Charter School “shall consult with teachers, Directors, administrators, other school personnel, parents, and pupils in developing the annual update.” §47605.5(e).

Overall Program Goals

The Watts Learning Center Charter Middle School community is committed to the following overall program goals:

- Develop critical thinkers and problem solvers
- Build strong literacy skills and language development by focusing on the core academic subjects through an integrated curriculum.
- Create a school environment in which all members are respected, supported and nurtured as they engage in learning activities designed to develop students’ motivation, and competences,
- Prepare students to be productive citizens in the 21st century through a flexible and evolving instructional program based on research.
- Remain steadfast in its efforts for all of its students to be proficient or advanced in English-Language Arts and Mathematics by the year 2014 as stated in No Child Left Behind (NCLB).
- Provide a variety of extended and enrichment learning opportunities for its students.
- Use multiple assessment tools to determine the progress of each student.
- Construct an instructional program that addresses the needs of each student.
- Provide the support needed by each student for academic, artistic and physical development through complementary instruction provided by instructional specialists and instructional support staff.
- Provide the social and emotional support for students in need through the help of professionals who are trained to assist children who exhibit continued symptoms of stress.

- Stress the importance to students that they be high academic achievers who are self-confident, ethical and lifelong learners.
- Provide professional development for all WLCCMS teachers, teacher assistants, administrators, foster grandparents, and office staff.
- Increase the knowledge of parents of what it means for a student to be well educated in the 21st century.
- Enlist the participation of all WLCCMS parents in the education of their children.

All of these goals combined will enable all students to become self-motivated, competent, lifelong learners because they provide a solid foundation in academic content knowledge on which students can build upon by continuing their education through college and beyond. The purpose of Watts Learning Center Charter Middle School is to serve the needs of educationally disadvantaged students, to prove that these students can achieve the high standards set by No Child Left Behind (NCLB) and to prepare them to enroll and succeed in quality high schools and subsequently qualify for the college or university of their choice. **Mission and Vision**

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

What it means to be an “educated person” in the 21st century

Learning in the 21st Century is about global awareness and becoming a lifelong learner with an ability and understanding that learning does not end with a diploma. Watts Learning Center Charter Middle School recognizes that education is broader than formal schooling. Accordingly, WLC Charter Middle School will integrate formal schooling that takes place within its walls with a broader perspective in order to equip students to live—and continue to learn—in an increasingly complex and information-rich world. WLC Charter Middle School believes that an educated person is a self-motivated, competent, lifelong learner who possesses the academic, intellectual, emotional, and character skills necessary for success in high school, college, and the world beyond.

WLC Charter Middle School students will become educated 21st-century individuals by working with teachers, parents, community member volunteers, and peers to become actively involved in their own learning, both in determining the nature of their educational endeavors and in being active participants in their learning experiences. Students will develop their abilities to think about and discuss ideas and issues critically, and to question and inquire about the world around them. They will remain intellectually flexible. They will be able to analyze and understand complex systems. They will learn to think holistically, abstractly, and creatively. They will understand how to set and achieve goals in a variety of situations. They will learn to reason critically and creatively. They will communicate with clarity, focus, and understanding of the audience they are addressing. WLC Charter Middle School's educational goals for its students are to become educated individuals who have:

1. A well-rounded education—Students must have basic literacy skills of listening, speaking, reading, and writing. They should have a solid foundation in the four core academic areas of math, history, science, and language arts. They must have basic math skills and be able to problem solve and think algebraically. And, they need opportunities to learn about subject areas outside of the core curricular areas including the arts, health, and physical education.

2. The ability to work independently and as part of a team— Being educated in the 21st Century requires an ability to work cooperatively to achieve constructive answers to difficult questions, and to understand and respect cultural and social differences among all people. Educated individuals understand that every problem has some solution, although it often may not be a perfect solution. To achieve this, students must learn to be self-motivated and self-reliant individuals who can pursue an area of inquiry on their own.

3. To be critical thinkers.— WLC Charter Middle School students will learn not only to access information, but also to use, filter, and critically analyze that information. In addition, WLC Charter Middle School students will have a concept of themselves as being part of a larger, interconnected system of life in which national and global interdependence continues to increase as technology becomes more powerful, accessible, convenient, and complex. Therefore, as part of their experience, students will be involved in meaningful, productive, flexible, and adaptive learning, with the purpose of their education being the development of genuine learning skills.

4. To be responsible global citizens—WLC Charter Middle School believes an educated person in the 21st Century also should be able to set and attain goals, to learn from experiences, and to know when and how to follow social norms. Self-awareness involves recognizing one's strengths and limitations, knowing what one wants to achieve in life, and being reflective about one's interactions and relationships with others. WLC Charter Middle School students will learn that they live on a planet where everyone and everything is

interconnected, often in ways that we cannot see or comprehend. Students will develop academic and social skills appropriate for an ever-changing, globally interconnected, multicultural, and multiethnic world. Students will learn to be proactive in their social behavior and choices in order to act ethically and to take responsibility for their own actions.

5. Use of technology – At WLCCMS, we recognize the importance of exposure to and use of technology. It is the goal of our school to ensure that our students are technologically literate to meet the challenges of being a 21st Century learner. Each grade level has a computer cart which will be used to implement daily lessons. As a result, each student will be able to use a laptop at a minimum of one period each a day. While using technology students learn how to use programs such as Cloud computing, Edmodo. In addition to having access and using technology, beginning 6th grade students will be enrolled in the keyboarding elective.

6. College Readiness – all students in historically underachieving communities can successfully learn at high levels and have a fundamental right to high expectations and quality instruction that prepares them to enter and succeed in high school and college. All students must pass middle school course requirements and be at least proficient in the core subjects of English Language Arts, Mathematics, Science and History-Social Science.

How Learning Best Occurs

Students learn through a variety of experiences that engage the senses and the brain in the process of analyzing and understanding the sensory input. They learn when they are challenged and given the necessary support and resources that enable them to meet expected goals and objectives required in an academically rigorous yet motivational environment. All instruction must, therefore, primarily be brain-based teaching/learning strategies which include:

Students doing most of the ***talking***. Learners will learn best when they have the opportunity to talk. Talking, including self-talk or verbal rehearsals, helps students to internalize what they are learning.

The creation of safe, supportive learning environments in which students ***emotional states*** are primarily positive as a result of engaging in learning experiences that are relevant and meaningful and even fun.

The use of realia, models, ***visuals***, posters, videos, etc. to capture big ideas as well as parts because vision is the strongest of the senses. Students use these while explaining what they know. Many visuals should be created by students.

Movement. For example, in mathematics, students walk the X and Y axis of a graph while the teacher, or a student tell a story. In a literature class, students dramatize various scenes. In history, reenacting events, or portraying the people

who lived during an era. The use of total physical response (TRP) in teaching vocabulary

The **development of schema** by helping students to make connections through the use of thematic units, and topical and overarching essential questions.

Providing **feedback** that includes, by checking for understanding during instruction, and explaining the results of screenings, diagnostic, formative assessments, performance assessments, benchmarks and summative assessments to each student. Students also are provided clear learning goals and objectives based on their performance. Students should know the objectives of the lessons, their rationale and why the learning is important. Studies have shown that when emphasis is placed on learning objectives, students are more motivated and engaged than when emphasis is placed on performance or scoring high on tests.

This environment must include emphasis on the arts, ethical values, the social, physical, and emotional well being of each student and experiences that give meaning to what the student is taught.

For this to happen, the following must be in place:

- Strong effective teachers who constantly engage, motivate, and challenge students while making learning fun.
- Actively involved parents, and community members who work together to create a culture unified by the high value placed on education
- Safe environments must be established to encourage students to take risks and to learn from their mistakes. This will help build students' self-confidence and encourage them to try new approaches.
- A strong educational value system that pervades students' home, school, and community.
- Developmentally appropriate challenges to help students grow both intellectually and emotionally.
- A constructive educational environment and flexible curriculum adaptive to the needs of individual students.
- An educational environment that encourages students' individual learning styles with hands-on lessons, an integrated curriculum, and thematic and project-based learning.
- Learning that is scaffolded so that students can learn complex concepts as long as they have a solid framework and foundation to build upon.
- Opportunities for students to demonstrate their personal competence and integrity as contributing members of the community. Addresses college and career readiness; use of technology (see above)

Watts Learning Center Charter Middle School will teach a high-quality, standards and research-based instructional program, in a nurturing educational environment, that emphasizes the core subjects of math, science, English Language Arts, (including ELD), and history. In addition, to the core instructional program, the

middle school will focus on the arts, literacy, ethical values, global awareness, and the social, physical, and emotional well-being of each student through middle school “Exploratories”. The middle school will build on Watts Learning Center Charter Elementary School’s successful instructional approaches, which have helped improve the academic achievement of its students and begin to implement research-based middle school instructional delivery methods proven to be successful with middle school students.

Students’ educational interests will include acquiring a college degree and/or attaining the necessary skills for a successful career. Students will have a propensity to be self-motivated, and have parents who will be committed to volunteering to enhance their children’s education. Students will have an interest in developing social skills that will enable them to be successful in their school life and/or career.

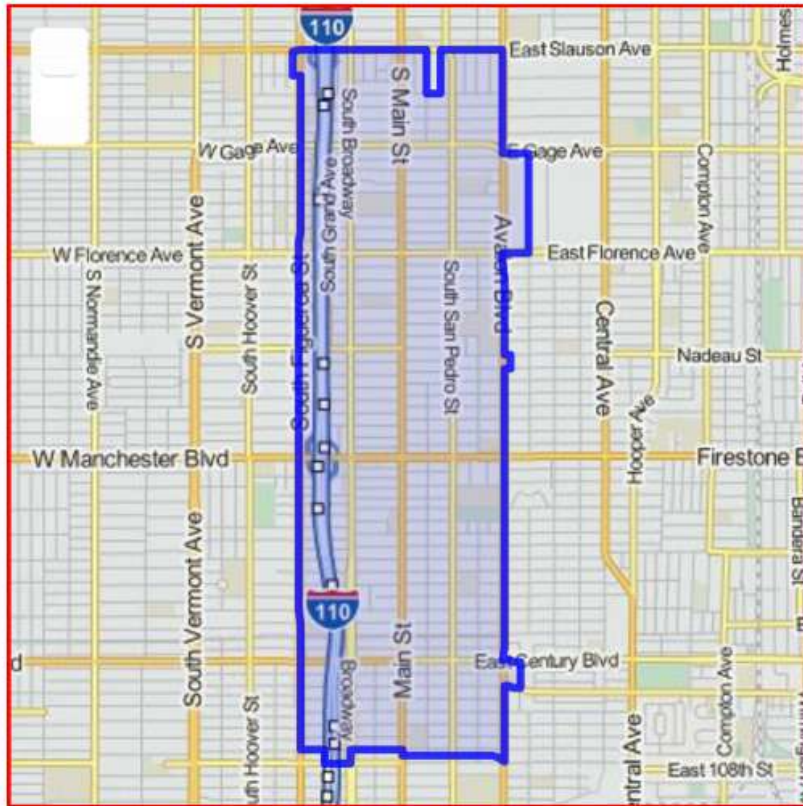
Watts Learning Center Charter Middle School will serve one of the most challenging, at-risk populations in the country. The large majority of the students will be African American, and Hispanic inner city youth living at or near the poverty line. Few will come from families with college educated members, and few have any reason to believe they can achieve a college degree

WLCCMS seeks to imbue a passionate belief in its students that high achievement is a function of proper behavior, not environmental conditions; of rigorous study, not socio-economic status; of respect for the academic environment, and not of race or historical trends. WLCCMS’s vision is to convince its young people that with hard work, victory is certain, despite some of the unique challenges many of these students may be facing within their own homes, and despite some of the experiences many have already had in their own young lives.

As per California charter school law, WLC Charter Middle School will welcome any student who applies to the school, but will target students within the boundaries of South Los Angeles -Watts, an area of approximately 12 square miles. More specifically, Watts Learning Center Charter Middle School will focus recruitment efforts in the 90003 zip code where Watts Learning Center elementary school is located, extending south, east and west of the WLC Charter Middle School.

Community Need for Charter School

The District has benefited from the existence of the Watts Learning Center



Charter Middle School because our school, while struggling initially, is effectively addressing the needs of children in the District most at risk of negative academic outcomes and social outcomes. That is, students who experience high levels of poverty and are associated with low levels of academic achievement. These students, most of whom come from high poverty communities, are predominantly English Learners whose immediate neighborhoods are often plagued with violence, gang activity, and drug trafficking.³ During the first three years of operation, our school was, literally, inches away from the largest housing project in the country...Nickerson Gardens. In spite of these challenges, our small school provided gang prevention through our partnership with GRYD and the Los Angeles Police Department, and the Watts Gang Task Force. Our partnership with Valley View Counseling Services provided individual and family counseling to students and families with mental health issues. We were able to provide resources to families receiving Medi-Cal that were not engaged in the program.

The result was that we built strong relationships with the school and the community while promoting academic achievement and positive social outcomes.

³ Reported by the Watts Gang Task Force, 2013. (Dr. Crouch)

Between years 2 and 3, our out-of-school suspensions decreased from over 150 to less than 85 and they have continued to decline in subsequent years. Many students have spent their entire day from (7:30 a.m. – 6:00 p.m.) at the WLCCMS because we offer a safe haven. Time spent in this environment responds to the “whole child” as it supports children and families along a spectrum of wellness needs, plays an integral role in each student’s success because WLCCMS becomes their home away from home.

Our school has benefitted the community by providing resources to families and developing partnerships with community services such as, local farmer’s market; free tutoring; mental health referrals, access to other family services.

Without the WLCCMS, many enrolled students and their families would face obstacles to success in their home schools. Last year we enrolled 110, 8th grade students. All 110 students culminated and enrolled in a high school program (per requests for student records). This year our culminating class will include 140 students that will matriculate to high school. The middle school drop-out rate has all but been eliminated for the population we serve. This benefits both the District and the community because research shows that the longer kids stay in school, the more their chances of becoming incarcerated or dependent on social government programs decreases.

With our targeted middle school curricula, responsive and integrated support services, we have demonstrated a role in supporting children from underserved communities to move toward academic success and overall well-being. This has benefitted both our students and their families. The overarching value added to the District by the existence of our charter school is the reduction of social risks and learning barriers we strive to eliminate as we continually work to close the achievement gap while contributing to breaking the generational cycle of disenfranchisement and poverty that plague many high poverty communities in the Los Angeles Unified School District.

Student Population To Be Served

Enrollment Roll-Out Plan					
Grade	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
6	140	140	140	140	140
7	140	140	140	140	140
8	140	140	140	140	140
Total	420	420	420	420	420

The charter school moved to the campus of the Mervyn M. Dymally High School in the fall of 2012. As a result, recruitment efforts were centered on that location. Enrollment data indicates that students would primarily attend either Drew Middle School or Gompers Middle School. The comparison chart below indicates that both schools have a similar demographic to WLCCMS. What cannot be measured by achievement data is our school culture. Parent survey data (2011-

12 and 2012-2013) indicates that they believe our school is safe, that administrators and staff care about them, and they have a voice in the operation of the school through the School Site Council, DELAC/ELAC, and Parent Advisory (Survey results submitted to LAUSD, 2012, 2013). Having a facility that is welcoming and conducive to learning has helped us to create a culture that emphasizes our core values and high expectations.

Our school has adapted to the ethnic shift in our student population (predominantly African American in years 1-3 to Hispanic in years 4-5) by increasing the number of instructional and clerical staff who speak Spanish. Our partnership with Facing History, Facing Ourselves has led to the strengthening of our advisory classes to emphasize anti-bullying. As a result, there has been a dramatic decrease in the number of physical altercations between our major ethnic groups. In advisory, students are continuing to learn to identify themselves in the context of intra and inter relationships as well as learn the identities of their classmates in the context of their intra and inter relationships while learning Common Core State Standards. In our facility, gang tagging/graffiti has been reduced to zero over the past year.

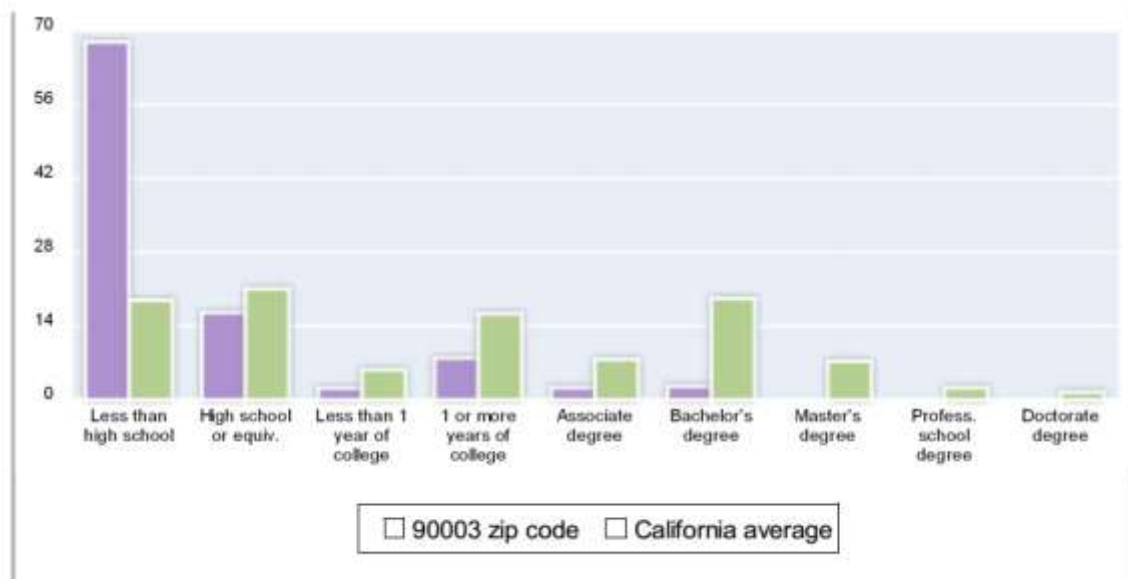
WLCCMS offers both winter and summer intervention sessions to struggling students. The winter session is from 1-2 weeks and the Summer Session is from 4-6 weeks. During the 2013-14 school year, WLCCMS offered winter session intervention classes to RtI Tier 2 and 3 students in Reading and Mathematics. The result of that data reveals that 80% of students in math increased 10% or better on pre and post test data. In ELA, 70% of students increased 15% or better on pre and post test data. In addition, after school tutoring is provided in ELA, Math, Social Studies, and Science. WLCCMS plans to expand its intervention services to include before school tutoring in Mathematics.

Advanced 7th and 8th grade students participate in the Mathematics Engineering and Science Academy (MESA) program as part of our partnership with California State University, Los Angeles. Students compete with local middle schools on science projects such as building bridges, and/or “egg drop”. In the future, our students will compete on a national level in the building prosthetics competition.

Target Population

Map of 90003 Zip Codes

<http://www.city-data.com/zip/90003.html#ixzz2wSaFKXAC>



Zip code 90003 compared to state average:

Median household income below state average.

Black race population percentage significantly above state average.

Hispanic race population percentage above state average.

Median age significantly below state average.

Renting percentage above state average.

House age above state average.

Percentage of population with a bachelor's degree or higher significantly below state average.

Source: <http://www.city-data.com/zip/90003.html#ixzz2wSaFKXAC>

Educational Options for Target Population

There are currently limited high-quality educational options for middle-school students in the targeted area of Zip Codes 90003, 90044 and 90047, which Watts Learning Center Charter Middle School would serve.

The following tables show information about the traditional public middle schools within a five-mile radius and the charter middle schools within a five-mile radius of WLC Charter Middle School's targeted zip codes of 90003, 90044, and 90047.

Traditional Schools Demographic and Performance Data

	# of Students 2013	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% [Major Ethnicity #1] Hispanic	% [Major Ethnicity #2] Af Amer	% [Major Ethnicity #3]	2013 Growth API	2013 API Statewide Rank	2013 API Similar Schools Rank	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?
S	1020	93%	11%	57%	88%	20%	.003%	614	1	1	no	no
rs	914	100%	20%	23%	62%	33%	.002%	607	1	1	yes	no
	925	84%	11%	48%	74%	27%	.004%	656	1	2	yes	yes
S												
s	574	98%	.05%	24%	38%	23%	.001%	783	3	8	yes	yes
s	442	94%	.05%	19%	81%	18%	.001%	752	3	8	no	no
	500	94%	.052	63%	92%	8%	0	761	4	9	no	no
MS	339	96.2%	7%	20.9%	65.8%	33.9%	0	621	1	1	Yes	Yes

Instructional Strategies

Teachers will use research-verified instructional strategies in their classrooms. Researchers at Mid-continent Research for Education and Learning (McREL) analyzed selected research strategies that could be used by teachers in K-12 classrooms using meta-analysis.⁴

The McREL study identified instructional strategies that have a high probability of enhancing student achievement across age, grade, and content areas. The table below lists nine categories of strategies that have a strong positive effect on

⁴ Marzano, R., Pickering, D., and Pollock, J., ASCD, Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2001.

student achievement. WLCCMS will employ all nine strategies in its classrooms to meet the needs of our target population.

High Yield Instructional Strategies	Percentile Gain
Identifying similarities and differences	45%
Summarizing and note taking	34%
Reinforcing effort and providing recognition	29%
Homework and practice	28%
Nonlinguistic representations	28%
Cooperative learning	27%
Setting objectives and providing feedback	23%
Generating and testing hypothesis	23%
Questions, cues and advance organizers	22%

WLCCMS instructional staff will be trained on these instructional strategies during summer orientation workshops led by both outside consultants as well as in-house talent. In addition, professional development throughout the year will be focused on strategies for implementation in the classroom. Post professional development teacher observations will assist in identifying areas in which teachers need additional training and support.

Instructional Planning Process

WLCCMS is a site based program providing all of the instruction in small, supportive classes with Highly Qualified teachers. Teachers are required to submit lesson plans to the Director that reflect the school's educational philosophy and cover the Common Core State Standards. A WLCCMS lesson plan provides details about how the teacher will deliver instruction and is based on Marzano' Understanding by Design (UbD)⁵. UbD is based on two key ideas: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends.

The required elements of a WLCCMS lesson plan include:

Stage 1 - Desired Results – this section provides information on key questions: "what should students know, understand and be able to do?" "What is the ultimate transfer we seek as a result of this unit?" "What enduring understandings are desired?" "What essential questions will be explored in-depth and provide focus to all learning?"

Stage 2 – Determine Assessment Evidence – the assessment evidence will reflect the desired results in Stage 1. Teachers will consider, in advance, the

⁵ Understanding by Design, Unit Design Planning Template (Wiggins/McTighe), 2005.

assessment evidence needed to document and validate that the targeted learning has been achieved. It is during this stage that the depth of knowledge will be determined by performance tasks that ask students to explain, interpret, apply, demonstrate perspective, display empathy (by perceiving sensitivity by walking in someone else's shoes), and showing self-knowledge by showing meta-cognitive awareness using productive habits of mind and reflecting on the leaning of the learning and experience.

Stage 3 – Plan learning experiences and instruction. Teachers lessons will support learners as they come to understand important ideas and processes. Teachers will plan the learning activities to address three different types of goals identified in Stage 1: transfer, meaning making, and acquisition.
Instructional Delivery Design

Instructional Delivery Design

Anticipatory Set

Sometimes called a "hook" to grab the student's attention, the Anticipatory Set means actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson. The instructor wants to put students into a receptive frame of mind and to focus student attention on the lesson, as well as to create an organizing framework for the ideas, principles, or information that is to follow. An Anticipatory Set is used any time a different activity or new concept is to be introduced.

Objective / Purpose

Before the lesson is prepared, the teacher should have a clear idea of the teaching objectives. What, specifically, should the student be able to do, understand, and care about as a result of the lesson?

Input

The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.

Modeling

Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work. The critical aspects are explained through labeling, categorizing, comparing, etc. Students are taken to the application level (problem-solving, comparison, summarizing, etc.)

Guided Practice

Guided practice is an opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct

supervision. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed.

Checking for Understanding

Determination of whether students have "got it" before proceeding.

It is essential that students practice doing it right so the teacher must know that students understand before proceeding to practice. If there is any doubt that the class has not understood, the concept/skill should be re-taught before practice begins. Questioning strategies: asking questions that go beyond mere recall to probe for the higher levels of understanding...to ensure memory network binding and transfer.

Independent practice

Once students have mastered the content or skill, it is time to provide for reinforcement practice. It is provided on a repeating schedule so that the learning is not forgotten. It may be home work or group or individual work in class. It can be utilized as an element in a subsequent project. It should provide for decontextualization: enough different contexts so that the skill/concept may be applied to any relevant situation...not only the context in which it was originally learned. The failure to do this is responsible for most student failure to be able to apply something learned.

Closure

These are actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion constitute closure. They are used to help students bring things together in their own minds, to make sense out of what has just been taught. "Any questions? No. OK, let's move on" is not closure.

Closure is used: to cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson, to help organize student learning, to help form a coherent picture, to consolidate, eliminate confusion and frustration, etc., to reinforce the major points to be learned...to help establish the network of thought relationships that provide a number of possibilities for cues for retrieval.

Closure is the act of reviewing and clarifying the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student's conceptual network.

Differentiation of Instruction

WLCCMS emphasizes an educational culture of differentiated learning in which gifted and talented students can acquire skills and understanding at advanced ideological and creative levels matching their potentials (as monitored by the Director). Differentiated instruction includes complexity (making connections or seeing relationships), acceleration (advanced content through curriculum compacting), novelty (introducing new areas of study), and depth (exploring a subject in greater depth). Differentiation at WLCCMS includes lessons, discussions, and approaches that involve the whole class, flexible groups within a class with students changing groups to be taught at the appropriate level, tiered

lessons that have specific learning objectives aligned to the needs of individual students, and clustering of students in special classes.

Differentiation is a teacher's response to a learner's needs and is an educational practice keenly implemented by Watts Learning Center Charter Middle School faculty. The differentiated academic program at WLCCMS creates opportunities for students to explore interests, to form questions, to research and to make personally relevant information learned and acquired. Each student presents a variety of abilities and interests, and a teacher skilled in differentiated instruction will respond to individual students' needs. In this way, students work at a pace and on material that is developmentally and educationally appropriate. Through differentiated strategies teachers are able to challenge students in a variety of ways, keeping capable students engaged and reaching their potential.

Differentiation at WLCCMS is guided by the following general principles (*as outlined by Carol Ann Tomlinson, Ed.D. / UVA professor*):

1. Respectful Tasks - In a differentiated classroom, certain essential understandings and skills are goals for all learners. However, some students need repeated experiences to master them, and other students master them swiftly. The teacher in a differentiated classroom understands that she does not show respect for students by ignoring their learning differences. She continually tries to understand what individual students need to learn more effectively, and she attempts to provide learning options that are a good fit for each learner whenever she can.

2. Flexible Grouping - To address the various individual learning needs within a whole class, teachers group students in a variety of ways. A class may work together in unison, or in small groups. Students may have the same materials to work with, or be provided with a larger selection from which to choose. The teacher will decide who works together for some tasks, while student choice is afforded for others. A teacher may group students of similar readiness, interest, or learning profile together, or he may place students with different talents and strengths together.

3. Ongoing Assessment and Adjustment - In a differentiated classroom, assessment is ongoing and diagnostic. Its goal is to provide teachers with day-to-day data on students' readiness for particular ideas and skills, their interests, and their learning profiles. Teachers don't only use assessment as something that comes at the end of a unit to find out what students learned; rather, assessment is today's means of understanding how to modify tomorrow's instruction.

TEACHER ASSIGNMENTS AND CREDENTIALING STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ___ Personnel File Review; Master Schedule. CBEDS				
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Schoolwide: All teachers will be appropriately assigned in accordance with EC Section 44258.9 and fully credentialed in the subjects they teach.	School Director will work with the Executive Director and Board Personnel Committee to ensure that all new hires meet this requirement	100%	100%	100%	100%	100%
ACCESS TO INSTRUCTIONAL MATERIALS STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ___ Budget, Monthly Expenditure Reports				
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Schoolwide: Every pupil in the school will have sufficient access to standards-aligned instructional materials as determined pursuant to EC 60119	School Director will work with the Executive Director, Board of Directors to budget for instructional materials each spring and ensure that all pupils have sufficient materials.	100%	100%	100%	100%	100%
FACILITIES MAINTENANCE STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _ Safety Meeting Agendas, Safe School Plan,				
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
School Facilities will be maintained in good repair §52060(d)(1)	This applies if and when the Charter School is located on a private facility: The Director will maintain a facility that is in good	100%	100%	100%	100%	100%

	repair. A safe school plan will be developed and reviewed annually, Facility safety inspections will be conducted at least once each trimester.					
IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS STATE PRIORITY #2						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: __PD Calendar/Schedule; Agendas; Sign-in Sheets; EL Master Plan, Standardized Assessment Data; CELDT/ELPAC (Annually), MAPP (Triennially); Lesson Plan Review; Curriculum Pacing Guides; Classroom Observation Scores				
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
The school will ensure that academic content standards are implemented in accordance with applicable laws and regulations, including ensuring that English learners will be able to access the Common Core State Standards adopted pursuant to CA Ed Code 60605.8 and the English Language Development Standards adopted pursuant to CA Ed Code 60811 for purposes of gaining academic content knowledge and English Language proficiency. CA Ed. Code 52060(d)(2)	The School Director will prepare the Professional Development Calendar prior to the beginning of each year based on demonstrated need. The School Director will approve the scope and sequence for the year and support and monitor teachers weekly in their implementation of the Common Core State Standards The School Director will abide by and implement all actions as delineated by the WLCCMS EL Master Plan	100%	100%	100%	100%	100%

PARENT INVOLVEMENT STATE PRIORITY #3						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Meeting Agendas, Minutes, Sign-in Sheets, Parent Surveys				
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Schoolwide: Increase the number of parents providing input about school conditions including parents of Students with Disabilities and English Learners	Parents will be elected to serve on the Advisory Council, School Site Council, and DELAC/ELAC at the first meeting of the year for each WLCCMS Parent Advisory, School Site Council DELAC/ELAC will facilitate open communication among the entire school community to ensure active parent involvement.	100%	100%	100%	100%	100%
The number of parents completing the Parent Satisfaction Survey will increase to 50% over a 5 year period	The Assist School Director will conduct Parent Satisfaction Surveys in the Spring of each year The Parent Survey will be available on the website. Copies will be sent home via US mail with a return-stamped envelope	15%	20%	30%	40%	50%
At least a 25% increase of families will attend one school event or more each year	The School Director will schedule events for parents to attend such as, parent conferences, back-to-school night, open house, awards assemblies, parent trainings throughout the year.	100%	100%	100%	100%	100%
40% of families will complete the recommended volunteer hours	Parents will be informed monthly in writing of their volunteer hours balance		%			

STATEWIDE ASSESSMENTS STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _CST/SBAC/MAPP, CELDT/ELPAC. API				
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Schoolwide:						
All pupils will meet or exceed the State performance targets	The School Director will use the WLCCMS dashboard to monitor and reflect on student progress	100%	100%	100%	100%	100%
State standardized testing participation rate will be at least 95% (on CST/MAPP/SBAC, CAPA/CMA)	The School Director will use the WLCCMS dashboard to monitor and reflect on student progress	100%	100%	100%	100%	100%
50% of students scoring proficient or higher in English Language Arts, Math will be 3% higher than comparison District schools.	The School Director will use the WLCCMS dashboard to monitor and reflect on student progress	100%	100%	100%	100%	100%
All subgroups will make at least 50% of the school's overall growth target.	The School Director will use the WLCCMS dashboard to monitor and reflect on student progress	100%	100%	100%	100%	100%
			100%	100%	100%	100%

MAPP/SBAC targets will be established in accordance with guidance released about the various reporting standards once they are finalized. CA Ed. Code 52060(d)(4)(A)		100%				
All students will be college and career ready when they matriculate from the school in 8 th grade	All core subject teachers will implement the College and Career Anchor Standards	100%	100%	100%	100%	100%

ACADEMIC PERFORMANCE INDEX (API)
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____				
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Schoolwide: The School will meet or exceed the established growth both Schoolwide and for each significant subgroups: Low-Income; Hispanic, African-American, Foster Youth, English Learners, Students with Disabilities	The School Director will use the WLCCMS dashboard to monitor and reflect on student progress	100%	100%	100%	100%	100%

ENGLISH LEARNER ADEQUATE PROGRESS RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____
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and subgroup goals as applicable)		2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019
English Learners will progress one ELD level on the CELDT	The School Director is accountable to the Executive Director and Board of Director annual goals. Professional Development will be provided to all instructional staff emphasizing ELD strategies; academic language; cooperative learning (Kagan model); differentiated instruction; reading instruction across the curriculum PLC will emphasize analysis of student progress Implementation of EL Master Plan	100%	100%	100%	100% %	100%

ENGLISH LEARNER RECLASSIFICATION RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT		
ANNUAL GOALS (Identify schoolwide)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____

and subgroup goals as applicable)		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Reclassification rates for English learners will meet or exceed the District's reclassification rate and English Learners will meet Annual Measurable Achievement Objectives (AMAO's)	The School Director will use the WLCCMS dashboard to monitor analyze and reflect on the student's progress relative to this goal.	100%	100%	100%	100%	100%
SCHOOL ATTENDANCE RATE STATE PRIORITY #5: STUDENT ENGAGEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Attendance Reports; Master Schedule, Student Activities and Awards Ceremonies; Field Trips				
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
To maintain a 95% attendance rates that support student learning	Student Information System will track daily attendance rates. Parents will be informed by telephone the first day/period of a student's absence.	100%	100%	100%	100%	100%
To reduce the absenteeism rate	The school will implement a School Attendance	9%	8%	7%	6%	5%

from 10% to 5% Student representatives will participate leadership class designed to plan and implement a minimum of 5 student led activities throughout the year.	Review team to support students with chronic absences The Board of Directors will monitor attendance monthly. School Director will monitor the implementation of the school leadership class. School Director and/or Assistant School Director will present students with perfect attendance for each trimester an award and medal.					
CHRONIC ABSENTEEISM RATE STATE PRIORITY #5: STUDENT ENGAGEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: ____Power School; Matriculation Lists; Transcripts, Request for Records				
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
No students will drop out of middle school. 100% will matriculate to high school.	The Assistant School Director will meet with the parents of students at risk of failing each trimester Students at risk of failing will be referred to the Student Study Team Students at risk of failing will be offered before and after school tutoring Students at risk of failing will be offered intervention classes during the school day	100%	100%	100%	100%	100%

	Students at risk of failing will be offered winter and summer intervention classes					
STUDENT SUSPENSION RATE STATE PRIORITY #6: SCHOOL CLIMATE						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _Suspension Reports; MiSiS				
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
The School suspension rate will be less than that of the District	The School Director is responsible for the implementation of Schoolwide Positive Behavior Intervention Strategies. Alternatives to Suspension is the priority strategy for school discipline.	100%	100%	100%	100%	100%
STUDENT EXPULSION RATE STATE PRIORITY #6: SCHOOL CLIMATE						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: __Administrative Panel Minutes; CALPADS				
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
The School expulsion rate will be less than that of the District	The School Director will work with Advisory Teachers to provide appropriate interventions to ensure that student behavior is proactively addressed	100%	100%	100%	100%	100%
[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE] STATE PRIORITY #6: SCHOOL CLIMATE						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _Climate Surveys				
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
90% of Staff and 95% of Students will complete school climate surveys	The School Director will administer the school climate survey to all staff and students in the Spring of each year.	100%	100%	100%	100%	100%

annually.t	Student survey results will be analyzed. The results will be shared with student leadership class for input Staff survey results will be shared with all staff. The School Site Council will provide input and recommendations for action to the School Leadership Team					
BROAD COURSE OF STUDY STATE PRIORITY #7						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: __Course of Study List; Report Cards, Transcripts				
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
All students will be offered a board course of study in English, Social Science/History, Math, Science, technology and Physical Education and more as detailed in Education Code Section 51220 with a special emphasis in our inclusive model of serving students with disabilities	The School Director will work with all instructional staff to plan and insure that all courses meet the state and federal requirements	100%	100%	100%	100%	100%

[OTHER STUDENT OUTCOMES] STATE PRIORITY #8						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: __MAPP/SBAC; Individual Learning Plans; IEP's; Fitness Test; Independent Audit; Agreements w/Camino Nuevo and Synergy Academies				
		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
All unduplicated students as described as numerically significant will demonstrate appropriate development or age/grade level mastery of State Standards as defined by the Common Core State Standards of California	The School Director will review and analyze the WLCCMS Dashboard to monitor and reflect on student progress.	100%	100%	100%	100%	100%
Individual performance goals will be established at the beginning of each year based on his/her baseline benchmark assessment, prior year academic performance, special needs/IEP, and other available data.	The School Director will lead data analysis meeting based on internal interim assessments; benchmarks, MAPP and other available data. Professional development will be planned and scheduled to meet student and teacher needs.	100%	100%	100%	100%	100%
Students will perform proficient or better on 4 out of 6 fitness	Students participation in physical education classes will exceed the State	100%	100%	100%	100%	100%

strands on the California Fitness Test	requirement of 200 minutes every 10 days.					
WLCCMS will remain fiscally solvent and maintain a minimum of 5% cash reserves.	The Board of Director is responsible for overseeing the school budget and expenditures. Expenditures will be monitored monthly	100%				%
WLCCMS will implement the executed agreement between Camino Nuevo during the first year. The agreement will be reviewed to determine further implementation requirements	The Executive Director will oversee the implementation of the agreement with Camino Nuevo and will share progress with the Board of Directors on a regular basis. The Executive Director will meet with the CEO of Camino Nuevo a minimum of 3 times to discuss charter school relationship strategies The School Director will collaborate with the Academic Dean of Camino Nuevo to determine common Professional Development Activities	100%	100%	100%	100%	100%
WLCCMS will continue implementing the agreement with Synergy Academy to implement the	The School Director will participate in the Dissemination Grant activities as required by the agreement with Synergy Academies	100%			1	

Marzano Teacher Observation system		100%	100%	100%	100%	
<u>Project Read:</u> <u>To reach improved outcomes for All students as well as students with disabilities, English Learners and Socio-economically disadvantaged subgroups:</u> <u>The percentage of EL and SPED students scoring Proficient or Advanced in English Language Arts will increase at least by 20 points or equivalent on Common Core State Standards once the baseline has been established in 2015 on State Assessments in four years.</u> <u>The percentage of students scoring Below Basic or Far Below Basic in English Language Arts will decrease by at least 15 points on the CST or equivalent Common Core State Standards assessment in five years</u>	The Board of Directors will execute a contract with the California Department of Education, Project Read for each year of the grant. The School Director will be responsible for implementing and monitoring the requirements of the Project Read grant The Site Implementation Team will develop and implement the Fidelity of Implementation of the Project Read Grant The School Director will review and analyze the WLCCMS Dashboard to monitor and reflect on student progress. The School will hire a full-time Reading Specialist to implement Read 180 The School Director will review and analyze the WLCCMS Dashboard to monitor and reflect on student progress	25%	50% of	75%	100%	

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code §47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, §11960.

es red	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		Tot Num of In Minu	
																0		36000		0	
	1	No									0	50400	0	50400							
	2	No									0	50400	0	- 50400							
	3	No									0	50400	0	- 50400							
	4	No									0	54000	0	- 54000							
	5	No									0	54000	0	- 54000							
	6	Yes	143	345	10	210	27	260	0	0	180	54000	58455	4455							
	7	Yes	143	345	10	210	27	260	0	0	180	54000	58455	4455							
	8	Yes	143	345	10	210	27	260	0	0	180	54000	58455	4455							
	9	No									0	64800	0	- 64800							
	10	No									0	64800	0	- 64800							
	11	No									0	64800	0	- 64800							

12	No							0	64800	0	64800
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The school calendar (below) reflects 180 days of instruction. Including early dismissal Wednesdays. Four days per year are designated as pupil free days for the purpose of data analysis of benchmark assessment analysis.

Watts Learning Center Charter Middle School

School Year Calendar

2014-15

	Early Release 12:45 PM
	Holiday
	Summer and Winter School
	Parent Orientation (MANDATORY)
	Minimum Day 2:00 P.M.
	Pupil Free (No School for Students)
	School Closed
	Spring Break (School Closed)
	Parent Conferences
	First Day of School
	Last Day of School

August 14						
Su	M	Tu	W	Th	F	Sa
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	H	30
31						

December 14						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	H	26	27
28	29	30	31			

April 15						
Su	M	Tu	W	Th	F	Sa
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

August 15						
Su	M	Tu	W	Th	F	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July 14						
Su	M	Tu	W	Th	F	Sa
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 14						
Su	M	Tu	W	Th	F	Sa
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

January 15						
Su	M	Tu	W	Th	F	Sa
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

May 15						
Su	M	Tu	W	Th	F	Sa
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	H	26	27	28	29	30
31						

February 15						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	H	17	18	19	20	21
22	23	24	25	26	27	28

June 15						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

March 15						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July 15						
Su	M	Tu	W	Th	F	Sa
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

A Typical Day at Watts Learning Center Charter Middle School

On a typical day at the WLCCMS, visitors will see students eager to learn, on-task, and engaged in rigorous, standards-based instruction in a rich curriculum that teaches a variety of subjects. Teachers will be seen engaging students in the learning process by providing direct instruction, monitoring student-led cooperative learning groups, or using an audio book to provide a multi-media approach to learning content. Administrators and support staff will be visibly present and involved in the day-to-day operations of the school.

Students arrive on campus between 7:45 and 8:00. Many students come into the building to use the restroom or volunteer to help distribute breakfast. The first class of every day is Advisory. When students arrive in the room, their breakfast is on their desk. While eating, the morning announcement is made by the student body President and/or Vice President who also recites the School Creed while students chant along. During the announcement, student/staff birthdays are acknowledged as well as event of the day. The teacher takes attendance, collects assignments and begins the discussion with the students on a variety of issues, such as, “should athletes be paid as much money as they are?” Or, “should students be allowed to have cell phones at school?” Each lesson has a discussion period and writing assignment tied to the Common Core State Standard for writing.

When advisory is over, students go to their lockers and scurry to the next class. If a student is going to P.E. they will go to the locker room and change into their P.E. clothes. At certain times of the year you will see students in the swimming pool learning to swim, or improving their swimming abilities.

During break, the chatter of 350 middle schoolers can be heard talking to each other about homework, or which boy they think like which girl...(typical for middle school), or how many points they scored on their favorite video game.

After break, students go into the building and line up outside of their teacher's door. The teacher opens the door and greets each student individually, as the students respond with “Good Morning” or “Good Afternoon”. During class students are seen sitting in small groups while the group leader distributes the books or work for the day. The students review the learning objective and ask questions about what or how they will be learning that objective. The teacher reviews the scoring rubric with the students and answers any questions the students have. During the lesson, the teacher uses multi-media to present the lesson while he continually checks for understanding. In some classrooms this is informal assessment is conducted using individual whiteboards, it others, the teachers us “clickers” to check for understanding. In other classrooms, students will be seen using journals to take notes or to develop their own interactive notebooks. Students will be seen discussing ideas in pairs to gain a deeper understanding of the lesson and to use their listening and speaking skills. When

the lesson is over, students complete an “exit ticket” by responding to a prompt given by the teacher.

Each student’s schedule consists of odd periods on Mondays and Thursdays and even periods on Tuesdays and Fridays. Wednesdays are designated as minimum days or early release days. Students attend all 6 periods on those days. If there is a minimum day advisory is 20 minutes and all other classes are 40 minutes. On early release day, there is no advisory class and all classes will meet for 30 minutes. Lunch will be served after school on early release days.

All classes are currently part of the regular instructional day including English Language Arts, (including ELD) Mathematics, Science, History-Social Science, and Physical Education. All core subjects are taught by a highly qualified teacher as defined by No Child Left Behind.

Watts Learning Center Charter Middle School Bell Schedule 2014-2015

Monday and Thursday Schedule			
Period	Time	Passing Period	Minutes
Advisory	8:10 am – 8:40 am	5	30 mins.
1	8:45 am – 10:30 am	-	105 mins.
Break	10:30 am – 10:40 am	5	10 mins.
3	10:45 am – 12:30 am		105 mins.
Lunch	12:30 am – 1:05 pm	5	35 mins.
5	1:10 pm – 2:55 pm	5	105 mins.

Tuesday and Friday Schedule			
Period	Time	Passing Period	Minutes
Advisory	8:10 am – 8:40 am	5	30 mins.
2	8:45 am – 10:30 am		105 mins.
Break	10:30 am – 10:40 am	5	10mins.
4	10:45 am – 12:30 pm		105 mins.
Lunch	12:30 am – 1:05 pm	5	35 mins.

6	1:10 pm – 2:55 pm	5	105 mins.

Wednesday Schedule (Professional Development Day)/Minimum Day Schedule			
Period	Time	Passing	Minutes
Advisory	8:30 am – 8:50 am	5	20
1	8:55 am – 9:35 am	-	40
Break	9:35 am – 9:45 am	5	10
2	9:50 am – 10:30 am	5	40
3	10:35 am – 11:15 am	5	40
4	11:20 am – 12:00 pm	-	40
Lunch	12:00 pm – 12:30 pm	5	30
5	12:35 pm – 1:15 pm	5	40
6	1:20 pm – 2:00 pm	-	40

Wednesday Schedule (after a Monday Holiday)/Minimum Day Schedule			
Period	Time	Passing	Minutes
Advisory	8:30 am – 8:50 am	5	20
1	8:55 am – 10:20 am	-	85
Break	10:20 am – 10:30 am	5	10
3	10:35 am – 12:00 pm	-	85
Lunch	12:00 pm – 12:30 pm	5	30
5	12:35 pm – 2:00 pm	-	85

Wednesday Early Release Schedule (Common Planning/PLC/)			
Period	Time	Passing	Minutes
1	8:05 am – 8:40 am	5	35
2	8:45 am – 9:20 am	5	35

3	9:25 am – 10:00 am	--	35
BREAK	10:00 am-10:10 am		10
4	10:15 am – 10:50 am	5	35
5	10:55 am – 11:30 am	5	35
6	11:35 am – 12:10 pm	--	35

Lunch will be served from 12:10 pm – 12:30 pm

Watts Learning Center Charter Middle School

Course List 2014-2015 (Proposed)

Adv.	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
6	ELA 6A Core	ELA 6B Core	Conference	Social Studies 6A Core	Social Studies 6B Core	ELA/ELD intervention
6	Math 6B Core	Math 6A Core	Conference	Earth Science 6B Core	Earth Science 6A Core	Math intervention
6	ELA 6C Core	ELA 6D Core	Conference	Social Studies 6C Core	Social Studies 6D Core	Elective
6	Math 6D Core	Math 6C Core	Conference	Earth Science 6D Core	Earth Science 6C Core	Elective
7	Conference	Life Science 7 Core	Life Science 7 Core	Life Science 7 Core	Life Science 7 Core	Environmental Studies
7	ELA 7 Core	ELA 7 Core	ELA 7 Core	ELA 7 Core	Conference	ELA intervention
7	Conference	Pre-Algebra 7 Core	Pre-Algebra 7 Core	Pre-Algebra 7 Core	Pre-Algebra 7 Core	Math intervention
7 th	World Hist 7 Core	World Hist 7 Core	World History 7	World History 7	Conference	Leadership/ Yearbook

			Core	Core		
8 th grade	Conference	Math 8 Core	Math 8 Core	Math 8 Core	Honors Math 8 Core	Math intervention
8 th grade	ELA 8 Core	ELA 8 Core	ELA 8 Core	Conference	ELA 8 Core	ELA intervention
8 th grade	Conference	Phys Science 8 Core	Physical Science 8 Core	Phys Science 8 Core	Physical Science 8 Core	Computer Science
Adv.	U.S. History 8 Core	U.S History 8 Core	U. S. History 8 Core	Conference	U.S. History 8 Core	Media Ethics
	PE 7	PE 8	PE 6	PE 8	PE 7	Conference
	PE 7	PE 8	PE 6			

CURRICULUM

In order to meet the diverse needs of our students, WLCCMS teaches the core subjects of English/Language Arts (including ELD), Mathematics, Social Science, and Science in a block schedule. By teaching the core subjects in a block, students are able to maximize their instruction time by receiving greater depth of knowledge each session. Students are able to retain information and build upon concepts without being taught at a faster pace, such as going to core classes every day for 50 minutes.

Watts Learning Center Charter Middle School Course Descriptions

ENGLISH LANGUAGE ARTS – ENGLISH LANGUAGE DEVELOPMENT

WLCCMS is considering using Holt-McDougal Literature series for its core English/Language Arts program. This curriculum was selected based on its recommendation and consultation with literacy experts. Administrators and Teachers are reviewing materials that will be used to implement the ELA Common Core State Standards. Reading in grades 6-8 will be focused on literary non-

fiction. Reading materials will shift from character analysis to informational and argumentative aspects of the text.

The following key criteria for selection will be used:

1. Students will be allowed to read increasingly complex text with growing independence as they progress towards career and college readiness.
2. Students will be able to read closely and gain knowledge from texts
3. Emphasis on developing academic vocabulary including words that readers will find in all types of complex texts from different disciplines.
4. Emphasis on writing to sources and research.

In line with the State Board of Education, Common Core State Standards are not modified for English Learners because doing so would be denying them access to the same curriculum as non-English Learners. Teachers incorporate components of Classroom Instruction that Works for English Learners (Marzano), while at the same time supporting their development of academic English through direct instruction of academic and vocabulary in every classroom in every course. To accomplish this goal, students will be engaged cognitively and linguistically through structured accountable responses and consistent, interactive instructional routines. In addition, writing, listening and speaking is incorporated throughout this core subject to provide a context rich experience for our students. Students will be equipped with the language knowledge and skills to tackle the informational reading and writing demands of the Common Core State Standards and assessments.

Classes are based on the Language Arts Framework, and are literature-based and thematically organized. Students will read literature from many genres and culturally diverse works which correlate with Social Studies topics. All students will read the same novels in each grade level. If a student is struggling with the literature, they will receive support in multiple ways including the separate Reading class, after school tutoring and intervention programs. ELA Reading instruction will include novel studies, anthologies, and expository texts. Writing instruction will follow the writing process that will take students from pre-writing through revision and ultimate publications. Spelling and language mechanics will be taught through direct instruction. Student assessment will include written assignments, research-based projects, comprehension questions, and open-ended projects. Students will be provided opportunities to integrate technology through word-processing, the use of CD-ROMs, presentation programs, and the Internet.

For Reading Intervention we will use Scholastic's Read 180 Next Generations and System 44 Program. This program will be offered to struggling readers, students with disabilities and English learners. Students will be assessed at the beginning of the school year (or upon enrollment) to determine their independent reading

levels and then use the computer to test their comprehension of the books they've read. This program was selected because it allows the students to receive both direct instruction as well as engage in computer assisted instruction and independent reading. In the reading lab, students will read a variety of non-fiction texts that cover a variety of science and history-social science topics. This allows us to tap into student's interests and learning modalities by providing them with experiences of rigorous textbook reading and independent reading of entire fiction novels.

MATH

The mathematics core instructional program is based on the California Mathematics Framework and the Common Core State Standards and Practices. Our math program has two strands: Traditional or Accelerated. The math department, DELAC/ELAC committee has recommended that the school adopt Glencoe Math by Mc Graw-Hill. The materials will be presented to the Board of Directors at its next regular board meeting for approval. In addition to a Common Core State Standards aligned textbook, each math class will be equipped with a variety of manipulatives to supplement instruction.

Basic 6th grade math will offer strategies to learn mathematical ideas, to develop thinking and problem solving skills, and to maintain and apply basic computational skills. Students will learn to use technology as a tool in problem solving, computational enhancement, and presentation. Math curriculum in 6th grade will include: fractions, decimals, ratios, proportions, per cents, statistics and data collection, integers, geometry, probability, exponents, measurement, introduction to equations and algebraic functions. Opportunities will exist for 6th grade students to take courses in Pre-Algebra if determined appropriate based on a math placement test through the NWEA standards tests or teacher recommendation.

6th grade mathematics teaches:

1. Ratios and Proportional Relationships
2. Number System
3. Expressions and Equations
4. Geometry
5. Statistics and Probabilities

7th grade math continues to provide the same mathematical foundations based on the Common Core State Standards for math. Math instruction in grade 7 will emphasize:

1. Developing an understanding of applying proportional relationships
2. Developing an understanding of operations with rational numbers and working with expressions and linear equations
3. Solving problems involving scale drawings, informal geometric constructions and working with 2 and 3 dimensional shapes to solve problems involving area, surface area and volume

4. Drawing inferences about population based on samples

By the end of grade seven, students are adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. Students will know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and per cents) and are proficient at changing from one to another. They increase their facility with ratio and proportion, compute per cents of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

7th grade mathematics teaches:

1. Ratios and Proportional Relationships
2. Number System
3. Expressions and Equations
4. Geometry
5. Statistics and Probabilities

8th grade Math or Algebra will be offered to students based on their performance. The standard program will follow the Math 8 Common Core State Standard and Practices. The Math 8 course will emphasize the following critical areas:

1. Formulating and reasoning about expressions and equations, including modeling an association between bivariate data with a linear equation, and solving linear equations and systems of linear equations
2. Grasping the concept of function and using functions to describe qualitative relationships
3. Analyzing two and three dimensional space and figures using distance, angle similarity and congruence, and understanding and applying the Pythagorean Theorem
- 4.

Students who are advanced will have the opportunity to take Algebra. Students taking Algebra will focus on learning the “language” of Algebra which will promote their algebraic thinking skills. Developing algebraic reasoning is the cornerstone of our Algebra classes. Students will be taught to conceptualize patterns that they already have in their minds but will think about them in an abstract fashion. When students need to perform word problems, they will use an algebraic approach instead of just guessing. Learning algebra will be intentional and explicit.

In addition to the textbook, students will be engaged in hands-on activities when appropriate by using manipulatives such as fraction circles and bars, algebra tiles, etc. to facilitate their understanding of abstract concepts (especially for tactile learners).

SOCIAL STUDIES

Using the California Social Studies Framework and the California State Content Standards, and the College, Career and Civic Life (3) Framework the WLCCMS program will offer students opportunities to expand their understanding of geography and history.

6th grade history emphasizes the study of the people and events that ushered in the dawn of the ancient civilizations. They include: Mesopotamia, Egypt, Kush, Middle East, Greece, India, China, and Rome. Continued emphasis is placed on the circumstances that influenced events, the achievements of people, the development of social, economic, and political structures, and the spreading of ideas that transformed the world. Students will develop higher level of thinking skills by understanding why civilizations developed and declined, by analyzing the interactions between peoples and cultures, and by recognizing the enduring contributions of the past to the present.

The History Alive series has a specialized program for middle school students proven to augment our Social Studies curriculum. History Alive is aligned with the WLC educational philosophy by providing all the following instructional strategies necessary to engage our targeted population of students:

Standards-Based Content

Dynamic lessons build mastery of state and national social studies standards. Integrates hands-on active learning, achieving a consistent pattern of high quality social studies instruction while being mindful of standards.

Preview Assignment

A short, engaging assignment at the start of each lesson helps you preview key concepts and tap students' prior knowledge and personal experience.

Multiple Intelligences Teaching Strategies incorporate six types of activities: Visual Discovery, Social Studies Skill Builder, Experiential Exercise, Writing for Understanding, Response Groups, Problem Solving Group work.

Considerate Text

Carefully structured reading materials enable students at all levels to understand what they read. Recognizes that a successful reading of expository text involves four stages: previewing the content, reading, taking notes, and processing the content or reviewing and applying what has been learned.

Graphically Organized Reading Notes

Comprehensive graphic organizers used to record key ideas, further help students obtain meaning from what they read. Graphic organizers help students to see the underlying logic and interconnections among concepts by improving their comprehension and retention in the subject area.

Processing Assignment

An end-of-lesson processing assignment, involving multiple intelligences and higher-order thinking skills, challenges students to apply what they've learned. Helps students synthesize and apply the information they have learned in a variety of creative ways.

Assessments to Inform Instruction

Carefully designed tests encourage students to use their various intelligences to demonstrate their understanding of key concepts while preparing them for standardized tests.

6th/7th/ 8th SCIENCE:

Science For the 6th 7th and 8th grade students is based on the National Science Standards and the CA content Standards. Because hands-on interactive experiments and project learning is so important to middle school students and at the heart of the WLCCMS philosophy, the WLCCMS will continue to use the Foss Science Kits (also used at the WLC elementary school level) to cover the science standards. If student scores on the state standards assessments through the NWEA benchmark system demonstrate that the students are not mastering the necessary science standards using FOSS alone, WLCCMS will consider using supplemental text books and have teachers align the FOSS units to determine what standards the students are not accomplishing and implement the necessary instructional changes. The textbook series that WLCCMS uses , is McDougal-Littell for all grades.

In all WLCCMS science classes, students will develop critical thinking skills with problem solving, decision- making, and research and inquiry. As students move through the program, they will be challenged by more sophisticated thinking processes using experimental manipulative and other laboratory-oriented projects that are related to current scientific issues. Authentic assessment tools, such as oral presentations, science fair projects and cooperative activities are incorporated into the program. A comprehensive science project will be required of all WLCCMS students.

In grade six the content standards and the WLCCMS class will focus on earth sciences. Students often become environmentally aware at this grade level, and this focus is meant to stimulate intellectual curiosity in that area.

In grade seven the content standards and the WLCSMS class will focus on life sciences. Classes are intended to prepare students for the biology/life sciences course work that is often taken in the early high school years.

In grade eight the content standards and the WLCCMS class will focus on the physical sciences. This focus is designed to prepare students for the physics and chemistry course work that is often taken in the later high school years.

In all three of the middle grades, science instruction is intended to provide students with a solid foundation for the more formal treatment of concepts, principles, and theories called for at the high school level.

PHYSICAL EDUCATION

WLCCMS offers physical education to all students in classes that exceeds the minimum instructional minutes per ten day period by 200%. Our program is based on the Physical Education Model Content Standards as described by the California Department of Education. An overview of the standards for grades six through eight is presented below:

Standard 1: Students demonstrate the motor skills and movement patterns in a variety of physical activities.

Standard 2: Students demonstrate knowledge of movement concepts, Directors, and strategies that apply to the learning and performance of physical activities

Standards3: Students assess and maintain a level of physical fitness to improve health and performance

Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance

Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Our physical education program provides students with the skill instruction that prepares them for participation in a variety of team sports. Skills instruction and team sports instill in students a sense of discipline, respect for authority team work, self-esteem and fair play. Skills and team sports also help students practice following directions in order to learn different activities. Students also are involved

in developing motor skills and physical fitness while increasing their recreational interests.

In P.E students will develop motor skills by actively engaging in activities that are taught systematically and explicitly i.e., throwing, catching, and rolling balls. Other transferable skills such as running, jumping, kicking, and ball control are emphasized so that students can participate in instructional units such as soccer, basketball, volleyball, or flag football.

Common Core Anchor Standards such as reading informational texts, listening and speaking, and writing are also incorporated in many of the weekly assignments to reinforce what is taught in Core classes.

ADVISORY

The advisory class is designed to focus on self-esteem, values (respect, responsibility, perseverance, trustworthiness, etc.) The purpose of our advisory class is to build each students character and to learn coping skills while making plans for their future. Our advisory class provides students an opportunity and time to work out their personal struggles within school and in their personal lives.

Our advisory class uses our partnership with Facing History/Facing Ourselves to provide a curriculum that emphasizes understanding and knowing our individual identity so that they can better understand others. One of the biggest units in advisory is our “anti-bullying” campaign which occurs during the month of October. All students watch films, discuss issues surrounding bullying, and complete a project/poster on the topic.

In addition to the character development, advisory classes incorporate the College and Career Readiness Anchor Standards for reading, writing, listening and speaking.

ELECTIVES

In addition to the core subjects described above, students will have the opportunity to enroll in enrichment/elective classes. These classes will be developed based on student interest. These courses are not considered core subjects and may be taught by Professional Experts. The school currently offers:

Environmental Studies – provides students with the skills to understand the inter-relationships of the natural world. They will learn to identify and analyze environmental problems, evaluate the relative risks of the problems and to examine alternative solutions to the problems. This course has a unifying theme that ultimately leads humans to develop sustainable systems. Students will be required to complete a community project, such as recycling, neighborhood clean-

up, communicating with elected officials regarding the environmental challenges in the immediate community.

Media Ethics – focuses on teaching students to use technology responsibly and appropriately. It covers topics such as cyberbullying, gender specific texting, generating e-mails to communicate with a variety of audiences. As a result of this course, students will be able to know the elements of digital citizenship, identity theft and cyber safety. Students will learn how to evaluate website content as well as make connections with technology standards and best practices. At the end of the course, students will have to demonstrate that they are able to model digital citizenship, use technology in an acceptable fashion as well as maintain cyber safety.

Computer Science – students will learn to design music, movies and games using Scratch programming language. This process also helps students develop and utilize their understandings of both computer science concepts such as conditionals and logical operators, and non-computer science concepts such as coordinate geometry. Students will be required to develop a product using what they have learned in this class.

Keyboarding – students will learn basic keyboarding skills using a laptop, desktop, or tablet. The goal is to increase student's keyboarding proficiency to assist them with being prepared for computer-assisted assessments such as the SBAC.

Leadership- will be a full year program for students who have been elected by their peers to the Student Council. Students in this class will meet regularly with their advisors and plan student activities. Students will plan fund raising activities, community service interactions, dances, fun days, spirit activities, assemblies, and work with administration. This class will also be offered in lieu of a separate exploratory class.

Other courses may be added to support student interest surveys that are conducted at the end of each school year.

Selection of Curriculum Materials and Instructional Activities

The teaching staff will evaluate all curricula on an ongoing basis to determine if Common –Core Aligned instructional materials would result in better educational outcomes for WLCCMS. All materials considered primary resources must be able to be aligned with the California Common Core State Standards. They must also be compatible with the school's emphasis on:

- Student-centered, active learning strategies
- Project based learning

- Cognitive science research that proves the curriculum and its recommended pedagogical methods develop conceptual and in-depth understanding
- Technology-enhanced learning activities

Math teachers will attend the Math Materials Fair sponsored by the Los Angeles County Office of Education in the spring of 2014 to preview the newly adopted math textbooks and resources.

Teachers will review the curriculum and instructional materials throughout the year and make suggestions to the School Director for changes taking in to account student test scores, student performance levels, desired changes in instructional delivery methods and ongoing professional development. The Parent Advisory Board will be kept informed of the proposed textbooks and will have an opportunity to be trained or speak with the Publisher's representative. Following a review of the California Mathematics Frameworks and attendance at the Math Materials Fair sponsored by the Los Angeles County Office of Education, McGraw-Hill Mathematics was selected. The school continues to use McDougal-Littell Literature and Science and History Alive until the state adopts new textbooks for those subjects.

Materials for English Learners will also be reviewed by the school's DELAC/ELAC committees to determine its appropriateness for developing the English proficiency of our students. The DELAC/ELAC committee's input was taken into consideration prior to the selection of Scholastic's English 3-D program was selected.

The School Director will work with the teachers to properly implement the curriculum and if it is deemed a change is needed or additional materials are needed, the School Director will ensure that expenditures fall within the parameters of the current or subsequent year budget. With the exception of some field trips, most instructional activities are developed by the teachers and reviewed by the School Director when teacher lesson plans and units are submitted.

MEETING THE NEEDS OF ALL STUDENTS

WLCCMS is located in a part of Los Angeles that allows us to have the unique opportunity to educate a diverse student population that has diverse learner needs. WLCCMS teaches its staff to be sensitive to our student's diverse learning needs. We emphasize using appropriate strategies of such as those in "Teaching With Poverty in Mind", or by making the aware of the "Pedagogy of Poverty" in addition to different strategies to meet different students' needs such as our English Learners, Socioeconomically Disadvantaged Students, Academically High Achieving Students, our school promotes culturally responsive teaching and a culturally responsive learning environment by utilizing a variety of instructional materials that reflect different cultures and backgrounds.

ENGLISH LEARNERS AND STANDARD ENGLISH LEARNERS

WLCCMS anticipates serving a moderate proportion of students who are English learners and Standard English learners and we are dedicated to meeting their language needs. It is the goal of the WLCCMS for English and Standard English learners to gain fluency in English as quickly as possible. WLCCMS will help students identify that their bilingual capacity is an asset and admirable skill. Instruction in the classroom will be in English for content areas. Teacher created lessons based on the Academic English Master Plan (AEMP) are a resource for our Standard English learners. Students will be engaged in contrastive analysis lessons that will empower them to “code switch” between Nonstandard language and Standard American/Mainstream American English.

WLCCMS will implement the agreement between the Executive Director and the CEO of Camino Nuevo on an annual basis. State reclassification for English learner criteria will be established as the minimum threshold.

ENGLISH LEARNERS

WLCCMS is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum, Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), WLCCMS shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learner’s needs will be identified
- What services will be offered
- How, where, and by whom services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including provisions of EL services

WLCCMS shall provide to the CSD an annual report of its EL program assessment. Upon request, WLCCMS shall provide a copy of its current EL Master Plan to the CSD.

WLCCMS shall administer the CELDT annually and in accordance with federal and state requirements.

WLCCMS shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

Given the demographics of the proposed school community, WLCCMS expects that approximately 30% of the students who attend will be classified as English learners. We will uphold the same rigorous academic and behavioral expectations for each student and will implement research-based instructional programs and strategies to meet the needs of our EL students.

Teachers will be CLAD/BCLAD certified to provide equal access to the core curriculum and to support the instructional needs of EL students.

Our EL program will be supported through a combination of a strong core program, differentiated instruction, a supportive school culture, and additional academic support as needed. Our EL program addresses the processes of student identification, curriculum, assessments, reporting and reclassification as well as teacher qualifications and professional development to ensure a high-quality program.

Identification

WLCCMS will adhere to all applicable state and federal laws and regulations with regard to serving EL students. The staff will adhere to the following plan for EL students:

- Upon enrollment into the school, parents/guardians will complete a home-language survey of languages spoken in the home.
- Students whose primary language is not English will be assessed annually or within the first 30 days of school using the California English Language Development Test (CELDT).
-
- Parents will be notified within 30 days of receiving results of CELDT by publisher.
- The CELDT will be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.
- Additional assessments (i.e., phonemic awareness, phonics, fluency, vocabulary) will be administered during core classes and/or intervention classes to determine the specific language needs of the EL student.

- School Director will work with teachers to create an Individualized Learning Plan to best meet instructional needs of each student identified as an EL for each core class as well as for additional instruction time.
- Educational programs will be responsive to these specific needs and in compliance with all state and federal guidelines.
- EL students will be placed in mainstream classes for core academics and will receive additional English Language instruction as necessary. This instruction may occur during specially-designed guided reading classes and may also occur as specialized pull-out instruction during non-core classes during the day as appropriate and taught by certified ELD teacher.
- EL students will be re-evaluated annually between July 1 and October 1 with the CELDT until becoming redesignated as English proficient.

Students who have been identified as EL will be reclassified to fluent English proficient (RFEP) according to the following guidelines:

Reclassification/Redesignation

WLCCMS will emphasize the appropriate redesignation of English learners who have demonstrated academic English proficiency. A uniform reclassification procedure will be used with all EL students in the school. Our reclassification procedure includes monitoring provisions as well as re-entering an EL is evidence indicates that the proficiency is in question. Multiple measures will be used when determining when to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT,
- Participation of the pupil's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery,
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent's opportunity to participate and encouragement of the participation of parents or guardians in the school's reclassification procedure including seeking their opinion and consultation during the reclassification process,
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

At a minimum, students will be required to:

- Have an overall CELDT score of Early Advanced or Advanced and
- Intermediate or higher scores in Listening, Speaking; Reading; Writing CST Language Arts score at or above the proficiency scaled score (350 or SBAC equivalent)
Grade of C or better in Language Arts on report card
- Perform at the benchmark fluency and comprehension level on all assessments.
- Meet the State minimum criteria threshold (once it is established).

Monitoring

Teachers will monitor student classroom performance of English learners on reading, writing and speaking. The School Director or Assistant School Director will monitor annual CELDT results and recommend students for reclassification/redesignation if they score Early Advanced or Advanced with no subtest score below Intermediate and scored at the Basic Level or higher on the prior year's CST or SBAC. The school makes the final decision on whether to reclassify a student based on the criteria mentioned above. Once reclassified the EL will be monitored by School Director or Assistant School Director each year for two years to ensure that they are maintaining their performance

The English Learner Master Plan will be monitored annually by the DELAC/ELAC committee
Parent Notification

All parents/guardians/caregivers of students classified as English learners will be notified of our responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The school will translate materials as needed to ensure that parents of EL students understand all communications and are involved in all processes related to the English Language Development of their child.

Curriculum

WLCCMS will use a high quality instructional program and strategies for English learners that allow them to achieve English proficiency as soon as possible. However, the school recognizes the importance of valuing students' native languages, and will reinforce an appreciation for the cultures, customs, and language of all its students through the schools core curriculum as it focuses on building lifelong learners and community engagement. The following key components have been designed to promote the academic success of EL students and are incorporated within the ELD program.

- Teachers will plan both inquiry-based projects and targeted ELD instruction for students, appropriate to the English proficiency level of each EL student.
- ELD lessons will have clear and stated language objectives based on a scope and sequence of language skills and focus on language demands, language function, language patterns and vocabulary, and structured language practice.

The research of Steven Krashen, Robert Marzano and others will drive the instructional strategies for English learners at our school. The strategies include but are not limited to:

Specially Designed Academic Instruction in English (SDAIE): SDAIE will be an instructional approach used to support the proficiency progress of English learners. It is the goal of SDAIE to promote grade-level content learning, comprehension, and English acquisition. The critical elements of SDAIE are the following interdependent parts:

- Comprehension: English will be purposefully designed to the students' language proficiency level in order to make the material comprehensible to the students.
- Content: Content construction will provide grade-level, cognitively demanding core curriculum learning while promoting language and literacy learning.
- Interaction: Combining comprehensible content with opportunities for social interaction encourages English learners to process information.

The SDAIE strategies to be utilized include but are not limited to:

1. Previewing the lesson.
2. Constructing background for the upcoming lesson content
3. Repeating key points
4. Utilizing carefully instruction language
5. Speaking slowly and clearly
6. Defining and previewing essential vocabulary

Focus on Academic Vocabulary

Marzano has described research-based strategies that help to assure that students acquire vocabulary as well as the importance of building background knowledge to make content more comprehensible.⁶ Marzano's high yield strategies are:

Identifying Similarities and Differences (45% Gain):

⁶ Marzano, Robert, Marzano's High-Yield Strategies for English Language Learners, ASCD, Alexandria, VA, 2006.

1. Mind mapping
2. Venn Diagrams
3. T Charts
4. Compare and Contrast Organizers
5. Cause and Effect Organizers
6. Word Sorts

Cooperative Learning (27% Gain)

1. Group Projects
2. Language Experience Approach
3. Shared Reading and Writing
4. Book Pass
5. Dramatizations

Nonlinguistic Representations (27%)

1. Pictures and Realia
2. Manipulative
3. Concept Maps
4. Student Drawings
5. Mnemonic Clues
6. Visualization

Questions - Cues - Advanced Organizers (22% Gain)

1. Activate background knowledge
2. Frontload key vocabulary
3. Predicting, inferencing, concluding
4. Reciprocal teaching and modeling
5. Think alouds and guided questions
6. KWL, Anticipated Guides

Homework and Practice

1. Lesson opening with review and preview
 2. Metacognition of strengths and weaknesses
 3. Reflective Students who are reclassified to RFEP will continue to be monitored for two years following their reclassification.
 4. During this monitoring period, the CELDT will not be required.
- Parent Involvement

Parent Involvement

According to the research, parents play a critical role in literacy achievement of their children. Language-minority parents express willingness—and the ability—to help their children succeed academically and provide more home literacy experiences and opportunities have been associated with superior literacy outcomes when a high value is placed on literacy. Parents are encouraged to provide assist WLCCMS in many ways including but not limited to:

- Participation in Family Learning Sessions – Learning sessions will be held for parents in literacy, mathematics and science to teach them easy strategies to help their children at home.

- Cultural Contributions – Parents may be asked to participate in activities throughout the year that allow them to share their culture, language, heritage, etc.
- Volunteers in Literacy – Parents will be invited to read to students in the classroom as frequent as once a week.
- Progress Monitoring Conferences – Parents will be invited to discuss their student's progress in moving towards English proficiency at least twice a year.

Students Who are Achieving Below Grade Level

Services for students who are academically low achieving begin with an assessment of academic deficiencies. Low Achieving students will be identified as those students who are either performing: 2 or more grade levels below their assigned grade level; and/or students who scored basic or below on any portion of CalMapp and/or SBAC. In addition, performance on local benchmark assessments that indicate students are not making at least one grade level of growth in reading, writing and math will be targeted for academic intervention and support. Student performance for this subgroup is monitored every six weeks by the Assistant School Director to determine their instructional needs and necessary instructional supports.

A key component of addressing the needs of academically low achieving students in ELA and Math is early intervention. Struggling students will use blended learning strategies in ELA or Math to accommodate their different learning styles as well as capitalize on their strengths. Students requiring additional assistance in particular subjects may be helped by a peer, staff, and/or volunteer tutors. Students who are not achieving because of distracting family/person issues will be referred to their advisor or receive one-on-one counseling by the School Psychologist Consultant (when administrative counseling is not sufficient). To prevent students from falling behind, WLCCMS offers before and after school targeted tutoring as well as winter and Summer Intervention sessions. The winter session may vary from 1-2 weeks, while the summer session may vary from 3-5 weeks.

Other strategies used for students who are academically low performing are to use specific cooperative learning groups. Students are placed in small groups of 4-8 students with the teacher, instructional assistant, or volunteer tutor. Students in these groups may have hetero or homogenous abilities depending on the task to be completed.

Peer tutoring is another strategy used to assist struggling students. Learning from a peer helps the student by increasing student-to-student interaction for both the tutor and the tutee. Peer tutors are students that perform in the advance level of what they are tutoring. With the support of the teacher and a peer, we have found that struggling students often respond well to this type of assistance.

Computer Assisted Instruction (CAI) is used to help our low performing students gain content mastery. It allows students to practice skills while providing them with necessary feedback to continue to improve. The products are interactive and fun for this age group.

Gifted and Talented Students and Students Achieving Above Grade Level

Gifted students will be referred for an SST if they meet the following criteria:

- Performing more than one level above his/her grade level in ELA or Mathematics

Gifted and talented students will be assessed and identified on the basis of intellectual, creative, academic (using NWEA standards tests and SBAC and/or CST scores) WLC Charter Middle School recognizes that its educational program must be flexible enough to accommodate students that achieve highly in all areas as well as those who demonstrate special abilities in just one area.

All students at WLCCMS are provided with an individualized education. In addition to differentiating instruction in all classes, as outlined in the courses below, supported by the bell schedule, students are given many opportunities to receive enrichment and remediation in all of their core classes. The following is a summary of programmatic offerings that are explained in detail below that support both students who perform above and below grade level:

- Extra math classes during the course of the day
- Before and after school tutoring
- Homework Clubs (Science – MESA; Reading Club; Social Studies)
- Students are grouped by their ability (as demonstrated through formal assessments) in math, (e.g. a 6th grade student can take Algebra or Pre Algebra with older students).
- Summer school

SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

WLCCMS serves a pupil population that overwhelmingly qualifies for free and/or reduced price lunch (97%). Our students are provided the structural, programmatic and curricular elements that enable teachers to bridge their student's academic gaps and demonstrate strong academic achievement. Instructional methods and educational components of WLCCMS are designed to address the needs of this population. Student progress for this subgroup will be monitored by teacher-made assessments, benchmark assessments, and with Measures of Academic Progress (MAP) assessments.

Socio-economically disadvantaged students are identified through their participation in the Free and/or Reduced Price Lunch program. Our teachers and

staff are train on symptoms and behaviors indicative of a child's need for additional supports, including issues related to hunger, extreme poverty, and individual families' challenges to meet their child's needs. WLCCMS maintains and analyzes assessments and records to ensure we are meeting the needs of this numerically significant population at our school. In addition to ensuring that socioeconomically disadvantaged students are academically prepared, we also assist families in need of connecting and receiving community resources for school supplies. This assistance comes from targeted fundraising activities.

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

All LAUSD-authorized charter schools must adhere to all terms, conditions of the *Chanda Smith* Modified Consent Decree ("MCD") and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code §56195.1 (a) and intends to continue operating as a single District SELPA as in the current structure but has created two 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 have 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 will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All Charter Schools chartered by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Plans (IEPs) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- End of Year Suspension.

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

- STAR – Preliminary and Final **(Including Charter Schools)**

The usual file including District ID.

- Norm day – 2013

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

- CBEDS – 2013 (Including Charter Schools)
- All Students enrolled December 1, 2013.

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

- Dropout 2012-2013 (Including Charter Schools)

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

- Monthly SESAC and Suspension data from non-SIS schools **(Including Charter Schools)**.
- Graduation roster from all LAUSD schools **(Including Charter Schools)** with 12 grade SWD.

The MCD requires charter schools to implement the District's Integrated Student Information System (ISIS) which is not referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.

For any other subgroup as defined by EC, WLCCMS will identify the affected subgroup (such as Foster Youth) at the time of registration. We will refer the affected student to the Student Study Team to address their specific needs. The SST will review the student's performance on teacher made assessments, benchmark assessments and/or Measures of Student Performance (MAP) test, Smarter Balance Assessment, CST assessment to determine academic interventions and/or support. The Assistant Director is responsible for conducting the SST and monitoring student progress. Our school will use internal resources, intervention classes, tutoring, and summer school etc. as well as referring to our community partners, i.e., Starview Counseling Services, Kedren Mental Health Services.

PROFESSIONAL DEVELOPMENT

WLCCMS practices an ongoing program of professional development. The goal of all professional development sessions is to deepen teacher's understanding of the most effective strategies for planning and delivering instruction to meet the learning needs of all students.

Each year data is utilized to develop topics that reflect instructional need as determined by all stakeholder representatives who participate in the school study. In response to identified needs, it was determined that the amount of professional development prior to the beginning of school needed to be dramatically increased from 4 days to 15. The school calendar includes both minimum days and early release days. Ongoing professional development activities will be provided during minimum days. In addition, teachers will be able to attend content-specific workshops, webinars, and conferences throughout the year.

Professional Development activities will be provided at the school minimum days based on teacher's area of need to implement the instructional program. At the beginning of each year, the Director will collaborate with Camino Nuevo to determine which activities will be conducted by Camino Nuevo or collaboratively between the two organizations. The Executive Director will ensure implementation of all agreements related to professional development between WLCCMS and Camino Nuevo. All activities will be delivered under the umbrella of the Common Core State Standards. Critical areas of need include:

Academic Program Component	Topics	Dates/Timeframes
Common Core State Standards	Review and Analysis of Common Core Clustering Standards Lesson Designs Using technology to enhance student outcomes Project-Based Learning Rigor Depth of Knowledge Read 180 Argumentative Writing ELA Textbook and Resources Math Textbooks and Resources	7/21-8/8, Minimum days, Pupil-Free Days throughout the year

	Science Textbooks and Resources History-Social Science Textbooks P.E Standards and CCSS	
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Standards-Aligned Data and Data Analysis	Profession Learning Community Protocol Analysis of Spring MWEA Assessments Designing assessments to effectively measure mastery of state content standards Data Reflection Process	7/21-8/8, Minimum days, Pupil-Free Days throughout the year
Special Populations	IEP and 504 Compliance Accommodation Review Learning Goals Development for Significant Subgroups EL Master Plan “How to Motivate Students” “Teaching with Poverty in Mind” Classroom Management Communicating Effectively with Parents Differentiated Instruction	7/21-8/8, Minimum days, Pupil-Free Days throughout the year
Technology Integration	Power School/MiSis Read 180 ALEKS Data Director NWEA Assessments SBAC	7/21-8/8, Minimum days, Pupil-Free Days throughout the year
Specialized Training	Project-Based Learning Note taking LiveWise Next Generation Science Standards Word Generations MESA CPR/First Aid Child Abuse Reporting	7/21-8/8, Minimum days, Pupil-Free Days throughout the year

	School Safety Plan	
Conferences	Facing History Seminar	Summer
	California Charter School Association Annual	March
	Conference Math Conference	November

Teacher Recruitment

WLCCMS will attract highly qualified, mission driven teachers who are pro-active, self-reflective and focused on going to great lengths to make significant gains in the academic achievement of their students. Our teacher recruits will be organized, passionate about teaching/learning, team-oriented, and accountable. Our teachers will consistently make classroom visits on campus as well as to the campuses of **Camino Nuevo Academies and Synergy Academies**. Each teacher will have a planning period paired with a core curriculum planning partner (ELA and History; Math and Science). Other staff, i.e., Physical Education teacher will be grouped with a core subject pair. In addition, once a month, each teacher will be required to participate in a Professional Learning Community to collaborate with their grade-level peers. In addition, teachers will have a 3-week summer professional development schedule designed to strengthen their instructional practices.

WLCCMS will recruit both locally and nationally. A major resource for recruitment will be the Teach for America Los Angeles office which will be a resource for mission aligned, like minded teachers and school leaders. On a national level we will contact the alumni networks of colleges and universities and organizations. Locally, we will recruit from all of the major colleges and universities such as, USC, UCLA, Loyola Marymount, and the California State Universities. It is also our desire to use the 'word of mouth' method to attract teachers suited to our educational program. We will also use the California Charter School Association, ASCD, EdJoin, and ExEd websites to recruit teachers that are qualified to deliver our instructional program.

ELEMENT 2 – MEASURABLE STUDENT OUTCOMES

ELEMENT 3 – METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code 47605(b)(5)(C).

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. Cal. Ed. Code §§47605(c)(1), 60605. Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, 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.

WLCCMS will pursue the following school wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including Common Core) and reflect proficiency measures required by the New California Measurement of Academic Performance and Progress (CalMAPP)/Smarter Balance Assessment Consortium (SBAC) assessment system, as well as state priorities described in California Education Code §52060(d).

Measurable Goals of the Educational Program

(See Element 1 State Priorities Table)

WLCCMS shall meet its annual API growth target, both school-wide and in reportable subgroups. The school shall meet Annual Yearly Progress benchmarks.

WLCCMS may modify academic outcome goals annually based on changes to State and/or Federal accountability goals. Such changes will be adopted by the Board of Directors. All stakeholders will be notified of accountability measures and performance through notices, the school website, and Annual Report.

OTHER ASSESSMENT

At the beginning of each school year, all students will be given a benchmark test in Language Arts, Mathematics and Science on the NWEA computer based assessment program to determine standards of strength and standards of weakness. Students will be grouped for math classes based on assessment results. Some students will begin receiving interventions immediately based on the results of these initial assessments. NWEA assessments are given 3 times throughout the year. The assessments results will be used to inform and modify instruction.

NWEA provides accurate reports that are easy to use. Reports show the following:

- Proficiency predictions for assessed subjects for each student.
- Proficiency by Skill: Reports identify proficiency by levels for each major skill/standard.
- AYP Status: Benchmark reports provide a scale or growth score based on state-of-the-art Rasch Modeling techniques. This score helps educators monitor student growth during the year and across years.
- NCLB Subgroups: NCLB subgroup reporting allows teachers to view disaggregated reports on their students. Reports are available sorted by race, gender, Special Education, ELL, and FRL.
- Performance on sub-skills and specific items: Reports provide a detailed sub-skill analysis by item and by student or by class or school-wide.

The NWEA assessment system is aligned with the Smarter Balanced Assessment Consortium test. The NWEA assessment system can also be aligned each testing window to the courses outlined in section one of the charter petition so that the skills being tested are fully aligned to what the teacher has taught each trimester.

Annual CELDT/ELPAC, CST/SBAC results are reviewed to determine appropriate goals and instructional programming for English Learners. A teacher who has CLAD or BCLAD certification will provide instruction based on the California Standards for English Language Development. **In addition, WLCCMS will partner with Camino Nuevo to develop a program to monitor the progress of English learners. The Director will be responsible for monitoring the results of this program and make necessary adjustments to assure that English learners are making progress.**

Other classroom assessments used to determine academic progress include a variety of tools such as:

- Portfolios
- Exhibitions such as science fairs
- Class/Grade-level projects
- Oral presentations
- Performance-based and skill demonstrations
- Standardized tests

Assessments of school-wide benchmarks include:

- Annual family surveys
- Attendance reports
- Budget Expenditures
- State testing results
- Classroom embedded assessments
- Behavior Reports

Using the aforementioned assessments, a student's progress is carefully monitored throughout the year. Students, who are in need of intervention based on the results of the assessments and parent and teacher observations, are referred for extra tutoring and oftentimes after school or summer school programs. Students are given a myriad of opportunities to seek help and academic support throughout the year.

Parents will receive grade reports, at minimum, at the end each trimester. If students are receiving below a C in any class, parents will also receive a progress report and may be asked to attend a SST or an academic planning meeting with the teacher of the class and possibly a representative of the administration in order to make modifications and accommodations to the student's academic plan.

Grading Policies

WLCCMS consulted with the faculty and determined that grading is as follows:

Letter Grades:

A	93- 100	4.0
A-	90 - 92	3.5
B	84 - 89	3.0
B-	80 - 83	2.5
C	74 - 79	2.0
C-	70 - 73	1.5
D	64 - 69	1.0
F	63 and below	

Rubric Scores:

4	90-100	A student scoring a 4 in a course/assignment is consistently demonstrating advanced levels of mastery with the State Common Core/Content Standards.
3	80-89	A student earning a 3 in a course/assignment is consistently demonstrating basic proficiency with the State Common Core/Content Standards.
2	70-79	A student earning a 3 in a course/assignment is consistently demonstrating basic competency with the State Common Core/Content Standards.
1	69 or below	A student earning less than 2 in a course/assignment needs to demonstrate improvement and has not demonstrated a basic level of mastery with the State Common Core/Content Standards

During at least three meetings each year, parents, teachers, and students will participate in student-led conferences where each child will share the progress he/she has made towards mastery of the content standards.

An annual report of student performance will be prepared for both the WLCCMS Board. The annual performance report will be shared with all constituencies of the school via mail and posted to the website.

Once enough data is available (after three years and annually after that), a longitudinal analysis of student achievement will be prepared and shared with the Board and all constituencies of the school including parents. All materials related to school performance will be provided in English and Spanish and will be mailed to students' homes and posted to the school's website.

The administration will meet with teachers during the fall staff development and review the assessment results as a school as well as by grade level and content area teams in order to make decisions about the instruction for the upcoming school year. Perceived "gaps" will be addressed through changes to the curriculum, instructional delivery, modifications to the year's planned professional development series as well as through peer coaching and teacher evaluations.

As mentioned earlier as “backwards design” WLCCMS teachers must prepare their assessments at the beginning of each trimester. Assessments must be aligned with the state common core standards that are being taught during that particular instructional period. The assessment helps ensure that teachers are providing instruction that specifically addresses the items included in the assessment. Teachers must also anticipate the need for re-teaching and, of course, re-testing.

SCHOOL ACCOUNTABILITY PLAN/LCAP

The WLCCMS Board of Directors will approve a school accountability plan that sets goals and measures for student achievement, in order to measure the extent to which students demonstrate that they have attained the skills, knowledge, and attitudes specified in this charter petition. The school accountability plan will also take into account No Child Left Behind accountability standards. The Board of Directors will work closely with the Executive Director and Director to ensure that students are making progress towards all goals and will hold the Executive Director and Director accountable for student achievement.

The Executive Director and School Director will consult with the School Assistant Director and teachers to select effective curricula, materials, and instructional strategies. This process will use student achievement results and research-based best practices for changes in the school’s educational program.

The WLCCMS will voluntarily enter into an agreement with Camino Nuevo Academies. The purpose of the agreement is to provide WLCCMS leadership and staff to participate in best practices as implemented by Camino Nuevo including but not limited to, staff hiring, professional development for administrators and instructional staff, student data analysis. The agreement will be fully executed by both organizations and submitted to the District within 48 hours of approval.

ASSESSMENT METHODS

Formal Assessments

At the beginning of the school year, we use a nationally-normed assessment, NWEA/MAP computer based assessment as an additional measure to provide annual, longitudinal, and comparative measures for our student's academic learning growth. Using the NWEA/MAP allows us the opportunity to measure academic gains, as each student will take the test at the beginning of the year, mid-year, and at the end of the year. This testing system allows us to analyze individual and cohort growth, make a comparative analysis with a national cohort, and to determine the average increase of percentiles per grade level cohort among WLCCMS students. Also, the results of the NWEA will allow us to have a clear picture of current student mastery, and inform ongoing lesson plan development and individual student academic learning plans. These diagnostics also allow a benchmark against which all future academic growth can be measured. The initial administration is given to students in all grade levels in order to effectively evaluate their reading ability, either before or at the beginning of each school year. The next administration will document growth in reading over time.

WLCCMS will pursue the following school-wide and subgroup outcome goals as measured by multiple and varied benchmark assessments that are aligned to state and federal standards including the Common Core State Standards and reflect proficiency measures required by the new California Measurement of Academic Performance and Progress (CalMAPP), Smarter Balanced Assessment Consortium (SBAC) assessment system, as well as state priorities detailed in California Education Code Section 52060(d). For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

1. The subgroup consists of at least 30 pupils each of whom has a valid test score.
2. The subgroup constitutes at least 15 percent of the total population of pupils who have valid test scores (E.C. Section 47607 (a)(3)(B).

PUBLISHED CURRICULUM ASSESSMENT

Teachers at WLCCMS use a variety of publisher-provided assessments to measure student progress against content standards. We utilize a variety of publisher and teacher created assessments, including but not limited to, Data Director, Schoolzilla, and NWEA/MAP.

IN-HOUSE BENCHMARK ASSESSMENTS

To supplement the data provided by the beginning and end-of-the year assessments, WLCCMS has developed and implemented internally created standards-based assessments in all core subject areas to ensure that students are meeting or exceeding California Common Core/State Standards and adjusts elements if the school program and student supports when they are not. The results of these interim assessments, allow us to make the necessary adjustments as quickly as possible to ensure that our students are acquiring the skills outlined in the California Common Core and/or State Content Standards.

STANDARDIZED TESTING AND USE OF RESULTS

A Teacher Leader is responsible for coordinating all aspects of the state mandated testing program. She/he is trained in policies pertaining to our test scheduling and administration as well as test security. Once he/she is sufficiently trained, She/he provides in-service training to test examiners regarding test administration policies during professional development. The Testing Coordinator oversees the distribution and collection of all standardized tests and ensures that the testing process proceeds according to testing guidelines. She/he will document and monitor the administration of the various standardized tests to make certain that all of the required student assessments are conducted within the appropriate timelines.

At the time of submission of the renewal petition, the standardized testing format in California is in the middle of a major change as California transitions from the California Standards Test (CST) to the Smarter Balanced Assessment Consortium (SBAC) California Measurement of Academic Performance and Progress (CalMAPP) assessments. WLCCMS will continue to ensure compliance with all state mandated testing and reporting requirements. Alternative assessments such as the California Modified Assessment (CMS) given to students whose disabilities preclude them from achieving grade level proficiency on an assessment of the California content standards with or without accommodations, and the California Alternate Performance Assessment (CAPA), a alternate assessment for children with severe cognitive disabilities in accordance with the requirements of the Individuals with Disabilities Education Improvement Act (IDEIA) and the Elementary and Secondary Education Act (ESEA), will continue to be utilized in adherence with state and federal requirements.

WLCCMS administers the California English Language Development Test (CELDT) in accordance with state and federal laws requiring California public schools to give a state test each year to every student who has been identified as an English Learner.

DATA ANALYSIS SYSTEM

Data analysis of student achievement is core part of the system WLCCMS uses to inform and improve teaching and student learning. To this end, the Director oversees the collection and analysis of state assessments data using the Data Director and/or the Schoolzilla dashboard. Our data analysis begins with interim assessments developed prior to the beginning of school by school administrators and teachers. Interim assessments cover test content from the California content standards, Common Core and NWEA/MAP assessment. Results from these assessments inform the modification of the scope and sequence and lesson plans as needed.

Interim assessments are scored and analyzed using Data Director or Schoolzilla. Teachers administer the exams and review the results. The data allows teachers to be able to reteach standards so that students will master those standards. School leaders collect and compile the data by grade level and content. Analysis is made on individual students, groups (high, middle, low), and each classroom's performance. Teachers complete a reflection template entitled "Progress Monitoring" Form which includes, but is not limited to, an analysis overall strength of the data; areas of focus based on the data; which strategies are working/not working; and an instructional action plan. Teachers then meet with the Director during professional development to closely analyze the data and create grade level action plans. Professional Development days are facilitated by the Director and Assistant Director to implement action plans and create opportunities for teachers to reflect upon their own teaching and student learning.

In addition to teacher-created assessments, California-adopted curricula such as Mc Graw-Hill Mathematics, History Alive and McDougall-Littell Science have embedded within them frequent assessments that provide a clear picture of student's academic growth and academic needs. We review these results by grade level cohort, individual class, and individual student, as well as each test item as an ongoing part of our weekly Professional Development/staff meetings. The results of assessment data leads to the following actions:

- Skills/concepts to be retaught to the entire class
- Skills/concepts to be retaught to a small group during class
- Skills/concepts to be retaught to individual students with one-to-one teacher instruction or with the assistance of a Instructional Assistant, peer, or volunteer tutor
- Students in need of intense intervention/remediation and/or tutoring
- Adjustments to existing small groups
- Weaknesses in the curriculum to be revised for subsequent years
- Support and professional development for the teacher to strengthen areas of instructional weakness

Action plans are revisited frequently in Professional Learning Communities and/or Professional Development meetings, grade-level meetings to ensure that students are making satisfactory progress towards mastery.

ASSESSMENT DATA AND PROFESSIONAL DEVELOPMENT

As previously indicated, assessment data is used to inform instructional decisions, teacher supports, and professional development needs. Each year, classroom observations and walkthroughs, student data analysis, and teacher growth plans will inform the development of our professional development program. This data is also used to determine the efficacy of our educational program over time, and as needed, will be used to make changes to curriculum sources or instructional strategies used.

Assessment, Purpose, Grade Levels and Administration Timeline			
Assessment	Purpose	Grade	Administration Timeline
English-Language Arts			
Internally Created Tests	Measures standards mastery	6-8	Daily and/or weekly
Smarter Balance Test	State Standardized Test	6-8	Annually
NWEA/MAP	Nationally norm-referenced test	6-8	Beginning, Middle, End of year
Writing	Timed Writing Assignment with Scoring Rubric	6-8	Upon enrollment and at the end of each trimester
Interim Assessments	Measures standards mastery	6-8	Beginning of the year, end of the unit, each trimester, and/or end of the year

Mathematics			
Internally Created Tests	Measures standards mastery	6-8	Daily and/or weekly
Smarter Balance Test	State Standardized Test	6-8	Annually
NWEA/MAP	Nationally norm-referenced test	6-8	Beginning, Middle, End of year
Interim Assessments	Measures standards mastery	6-8	Beginning of the year, end of the unit, each trimester, and/or

			end of the year
Publisher Designed Assessment	Measure standards mastery	6-8	Upon Enrollment and as needed
Science			
Internally Created Tests	Measures standards mastery	6-8	Daily and/or weekly
NWEA/MAP	Nationally norm-referenced test	6-8	Beginning, Middle, End of year
Interim Assessments	Measures standards mastery	6-8	Beginning of the year, end of the unit, each trimester, and/or end of the year
Publisher Designed Assessment	Measure standards mastery	6-8	Upon Enrollment and as needed
CST	State Standardized Test	8	Spring
History-Social Studies			
Internally Created Tests	Measures standards mastery	6-8	Daily and/or weekly
Interim Assessments	Measures standards mastery	6-8	Beginning of the year, end of the unit, each trimester, and/or end of year
Publisher Designed	Measures standards mastery	6-8	Daily, weekly, and each trimester
English Language Development			
Internally Created Tests	Measures standards mastery	6-8	Daily and/or weekly
Interim Assessments	Measures standards mastery	6-8	Beginning of the year, end of the unit, each trimester, and/or end of year
CELDT/ELPAC	Measure English	6-8	Every year

	Language Acquisition		
Fitness Test			
Measures physical fitness		7	Spring

Promotion/Retention

All students in grades 6-8 will meet or exceed rigorous academic standards in our Common Core State Standards based curriculum. Students will meet the promotion standards in order to be promoted to the next grade and, ultimately, to be prepared for college and careers.

Our comprehensive assessment system described above will be used on an ongoing basis to measure student progress and to improve classroom instruction.

The promotion standards apply to:

1. English proficient general education students
2. English learners who have been enrolled in a United States School for at least two years. The EL Master Plan will be used to support students that have been enrolled in a United States School for less than two years to ensure that they meet the this promotion standard.
3. Students with disabilities receiving special education and/or related services who participate in State assessments. Students whose IEP does not specify how the student will be promoted, will be held to this promotion standard. Students whose IEP specifies a modified promotion standard will be held to the modified standard set forth in their IEP.

Promotion to the next grade will be based on the use of multiple measures including, but not limited to, State CST/CalMAPP; course grades, report cards, samples of student writing, projects, assignments and other performance-based student work. State Assessment results may not be the primary or major factor in promotion decisions. Promotion decisions will be based on a holistic evaluation of the foregoing measures and whether the student has demonstrated sufficient progress toward attaining the Common Core State Standards for their grade level in English Language Arts and Mathematics.

Review Process

Students at risk of not meeting grade level standards will be referred to the Student Success Team to review evidence of student's performance. A learning plan and evidence portfolio will be developed that will include academic and/or behavioral supports. Benchmarks for this student will be established by the team and monitored by the teacher. The teacher will evaluate student assessments and work samples and make a recommendation to the review team. The recommendation, along with the students completed portfolio components will be submitted to the Director or his/her designee. The parents will also be informed of the benchmark portfolio results.

The Director will review all recommendations. If, upon review the Director or his/her designee determines that the student has attained the minimum promotion benchmarks, the student shall be promoted at the end of the school year.

If the Director determines that the student did not attain the minimum promotion benchmarks, the Director will share the results of the benchmark portfolio and recommend that the student attend summer school.

If a parent disagrees with the promotion decision, the parent may submit a written appeal to the Executive Director. The Executive Director will review the Director's decision and make a final determination.**ELEMENT 4 – GOVERNANCE**

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

GENERAL PROVISIONS

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

WLCCMS shall comply with the Brown Act and Public Records Act.

All employees and representatives of Charter School, including members of the WLCCMS's governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state law, nonprofit integrity standards, and LAUSD's charter school policies, regarding ethics and conflicts of interest.

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

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973

(Section 504), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants of 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 WLCCMS 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 uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, §§4600 *et seq.*

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Cal. Educ. Code sections 48910-49013, and extend its uniform complaint procedure to complaints filed pursuant to Cal. Educ. Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

LEGAL AND POLICY COMPLIANCE

WLCCMS shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

RESPONDING TO INQUIRIES

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

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

NOTIFICATION TO THE DISTRICT

WLCCMS shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by WLCCMS. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

TRANSFER OF STUDENT RECORDS

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student's complete cumulative record within 10 days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the students records transfer provisions in Element 16.

COMPOSITION OF SCHOOL BOARD

The Charter School's Board- established policies support a culture of high expectations, deep caring, and personalized attention. This requires mission-driven generative leadership at the Watts Learning Center Foundation, Inc. Board of Directors ("Watts Learning Center Board" "WLCCMS Board of Directors" or "Board of Directors") level and at every other level of school operations. To meet its goals and objectives, the Board of Directors implemented a process that has proven successful repeatedly in business. The Board uses an efficient model that ensures maximum utilization of private and public resources, both human and financial. The Board establishes the school's objectives (e.g.-the academic standards the students should attain), then charges the faculty with achieving those objectives within a given budget and time period. School staff directly responsible for achieving the objectives, determine collaboratively how best to achieve them.

The WLCCMS model of governance works for our community because it allows local stakeholders of all walks of life to have decision-making roles in the direction of the Charter School. In addition to holding the school to high academic and fiscal standards, it returns education to its roots in family and community.

It is important for board members to have a shared vision and an unwavering support for and a passionate commitment to the school's mission. Board

members must have knowledge of board responsibilities and understand that the board exists to address strategic issues, not run the school. Watts Learning Center Board of Directors sets the school's agenda and then makes certain that the school operates in a programmatically and fiscally responsible manner to make the school's vision a reality of creating a high-achieving school,

Members, with certain skills and expertise have been assembled to meet policy area needs and insights. It is believed that effective governmental relations expertise is essential in navigating the overarching political environment of WLCCMS. It is also important to have on the board members with educational expertise in school regulations, curriculum design and school management. The Board shall consist of no less than 7 or more than 15 Directors. No Director shall be a paid consultant of Watts Learning Center Foundation, Inc.

Eugene L. Fisher – Co-Founder of the Watts Learning Center Schools which were established to provide a quality public education for children from inner-city low-income families. Mr. Fisher is uniquely qualified to influence public policy by strategically and effectively navigating bureaucratic systems and legislative bodies. He served as the Senior Vice President of Medicine for Humanity where he organized efforts to establish the prevention, patient care and treatment of cervical cancer for underserved women in Africa by arranging and coordinating international meetings and seminars for surgeons from the U.S. Intergovernmental Affairs Officer of the South Coast Air Quality Management district. In that position, he led efforts to pass legislation that substantially increased fines for industrial pollution violations, strengthened agency authority and successfully lobbied for the federal Clean Air Act, motor vehicle emission control and stronger stationary industrial emissions regulations.

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

Linda Baldwin – Currently serving as the Assistant Dean of Diversity Initiatives – in that position she developed initiatives that enhances diversity in student body, faculty, and staff. She developed key alliances with national organizations which have become a primary source for top diversity candidates to the Anderson School of Management at UCLA. She launched Quarterly Women Faculty Meetings with Dean, championed and staffed Faculty Observations and Evaluations and last, submitted reports on faculty diversity which encompassed not only a “head count” but tracked promotion and committee appointments. She served as an ad hoc advisor to new women and minority faculty, promoting their needs. She co-sponsored numerous diversity conferences and symposiums, including MLT 3-day Preview Days at UCLA Anderson for 230 minority candidates from across the nation, and the 2012 Forte National Women Conference which attracted over 400 MBA women and 60 corporations to UCLA Anderson.

Tyrone Howard, Ph.D. – Graduate Professor at the University of California, Los Angeles (UCLA). He specializes in K-12 teacher education in urban communities. He was an elementary school instructor in Compton, CA. His background includes working in the GEAR UP program in Seattle, WA. Dr. Howard has been Assistant/Associate Professor at Ohio State University and UCLA. He also is the founder and Executive Director of the Black Male Institute at UCLA. The Black Male Institute conducts reliable research on practical interventions and effective programs that enrich the educational experiences and life chances of Black males in the United State. Dr. Howard has published many books that emphasize the role of race, social class and culture on teaching and learning, including “Black Male(D) (2013).

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

Justin Sanders, J.D. – Mr. Sanders is a partner at the law firm of Sanders Roberts LLP. He is a litigation partner that emphasizes complex litigation and criminal defense. He represents individual and corporate clients in all aspects of litigation, including trial, appeal and alternative dispute resolution. At the law firm

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

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

David Mora – Vice President and Senior Relationship Manager for Chase Business Banking Division, Los Angeles. Mr. Mora is responsible for the acquisition and servicing relationships with companies with annual revenues of \$5MM to \$50MM. He manages credit and deposit portfolios for over 40 banking relationships. He procured business opportunities through referrals from existing clients and centers of influence. His efforts resulted in performing in the top 10% in the expansion market. Mr. Mora has managed relationships with local economic development related non-profits for business development. Mr. Mora was also the Vice President-Senior Relationship Manager at Wachovia-Wells Fargo Business Banking Division, Los Angeles. While there he focused on depository accounts over \$150,000 and loans exceeding \$500,000. He utilized a consultative sales approach to create value-added solutions for prospects and clients. As Director- Minority Business Opportunity Center (LA MBOC) for the City of Los Angeles Mayor's Office, he was awarded "Best Performing Program" by the U. S. Department of Commerce in 2007. Mr. Mora advised the Mayor and City Council on City-wide Minority Business Enterprise and Small Business Financing and Contracting Policies. He raised over \$450M in private sector funds to

promote LA MBOC program activities. He successfully structured financing for real estate development projects with financial gaps.

NOTIFICATION OF MEETINGS

The WLCCMS Board of Directors shall meet at least once every other month in accordance with the Brown Act. Additional meetings may be called as necessary and comply with all provision of the Brown Act. The agendas for the regular meetings are published in advance and distributed to each Board of Director and posted near the entrances of the school, at the entrance of the school office, and on the school's website for public viewing at least 72 hours in advance of the scheduled meeting. Agendas for special meetings are posted in the same locations as mentioned above at least 24 hours before the meeting. The Board of Director meetings will alternate between the campus of the Elementary School and the Middle School.

CRITERIA FOR SELECTING GOVERNING BOARD

In order to be considered as a Board of Directors, the prospective Director must be 18 years of age. Members are chosen based on their commitment to the school's mission, dedication to education of underserved students, area of expertise, and ability to support the vision of the WLCCMS. The Executive Director shall not serve on the Board and shall not vote in Board matters. All Board members are asked to sign a Board Member Contract which stipulates their commitment to upholding the following:

BOARD MEMBER CONTRACT

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

BOARD DUTIES

The Watts Learning Center Board of Directors will be responsible for the operation and fiscal affairs of the school including but not limited to:

- Approval of the annual school budget, calendar, salary schedules, major fundraising events, and grant writing
- Approval of bylaws, resolutions, and policies and procedures of school operation
- Approval of all changes to the school charter to be submitted as necessary in accordance with applicable law
- Participation as necessary in student expulsion matters

- Long-term strategic planning for the school
- Participation as necessary in dispute resolution
- Monitoring overall student performance
- Hiring and firing the position of Executive and School Director, as necessary
- Evaluation of the Executive Director
- Approval of hiring and firing of faculty upon recommendation of the Personnel Committee and School Director
- Monitoring the academic performance and fiscal solvency of the school

The Watts Learning Center Foundation, Inc. Board participates regularly in training regarding board governance (processes and procedures) including the Brown Act.

The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the school any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

To maintain active and effective control of the schools, the Watts Learning Center Board of Directors conducts meetings at least every other month, except, usually, during the summer months, and may call meetings as the need arises.

GOVERNANCE PROCEDURES AND OPERATIONS

RULES OF ORDER:

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

Regular Meetings

Regular meetings of the Board shall be held at least every other month.

If at any time any regular meeting falls on a holiday, (Federal, State or local), such regular meeting shall be held on the next business day, or at such other time as called by the Board of Directors

Special Meetings

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

Notification of Meetings

Meetings Open To the Public

A. Open Session

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

B. Presentations to the Board/Agenda Items

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

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

C. Oral Communications

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

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

D. Disturbance of Meetings

Any person who willfully disturbs any Board meeting will be asked to leave immediately and the meeting will proceed in accordance with California Government Code Section 54957.9

E. Requests to Address the Board

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

Minutes of Board Meetings

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

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

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

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

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

Quorum Requirements

A majority of the members of the Board shall constitute a quorum of Board which is necessary for the Board to transact business. All motions, in order to pass,

need a “yes” vote by at least a majority of the Board. Should there be less than a quorum of the Board present at any meeting, the meeting shall be adjourned.

The Watts Learning Center Board of Directors has prepared a number of policies and procedures for the governance, management, and operations of WLCCMS affairs, in particular its financial affairs. In addition to these policies, the Watts Learning Center Board of Directors has prepared a set of by-laws for the organization that are attached hereto as in the appendix. The by-laws contain provisions relevant to voting, decision making, elections, and term of office. The Board has prepared policies and procedures in the following areas:

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

STAKEHOLDER INVOLVEMENT

Along with our strong committed Board, WLCCMS believes that families play a critical role in the education of their children. WLCCMS relies on family involvement to strengthen family partnerships with the school through the creation of a School Site Council and DELAC/ELAC Committee. The School Site Council is composed of a majority of teachers with representatives from each other job category (in addition to the School Director and Assistant School Director. The School Site Council reviews the drafts and final School Site Plan, Local Control Funding Formula Plan (including accountability goals). All meetings are conducted in accordance with the Brown Act. Agendas are posted outside of the Charter School’s main office in English and Spanish. Minutes are maintained in the Committee Site File maintained in the Charter School’s main office.

As an LEA, WLCCMS combines our District English Learner Advisory Committee with our English Learner Advisor Committee. Meaningful participation occurs through monthly meetings. These meetings are facilitated by school administrators, staff and parents. The DELAC/ELAC committee is composed of the same percentage of parents that comprise our English learner student population. Its members are parents, school staff, and community members. This committee advises Administration on English learner program/services. This committee provides parents with an opportunity to promote participation in their child’s education. It brings stakeholders together to ensure the academic success of English learners.

All teachers, parents/guardians and students provide input and feedback on the school. We encourage teacher attendance at board meetings and also encourage student leadership by having students provide feedback to school administrators. In developing partnerships with parents, a key message of the school is to involve parents in the academic success of their children. The School Site Council meetings are way to involve families and connect parents of the school. This relationship building is an extension of the work of increased student learning.

Board Committees

The Board Chairman appoints committee members and makes appointments according to Director's expertise and abilities. Each committee will have a minimum of three Directors. The WLC Foundation, Inc. Board Committees are:

Executive Committee- oversees operations of the board; acts on behalf of the board during on-demand activities that occur between meetings. These acts are later presented to the full board for review and action, if necessary. The Executive Committee also makes recommendations to the full board on Curriculum and Instruction, and Management Operations of the school.

Personnel Committee – guides development, review and authorization of personnel policies and procedures; advises and makes recommendations to entire board on personnel matters.

Finance/Audit Committee – oversees development of the budget; ensures accurate tracking/monitoring/accountability for funds; ensures adequate financial controls; plans and supports audit of finances, programs or organization; makes recommendations to full board on financial matters.

Parent Advisory Committee (PAC)

The purpose of the parent advisory committee is:

- To develop and promote a strong unity between students, and parents as well as coordinate community resource services.
- To improve communications and understanding between WLCCMS staff and the community it serves, and to provide the staff with an avenue through which issues involving the instructional program can be discussed.
- To raise funds for providing school activities such as field trips or extra instructional supplies. no longer provided by school funds or projects initiated by the WLCCMS Parent Advisory Council (PAC).
- To encourage parent and community participation in program related activities.

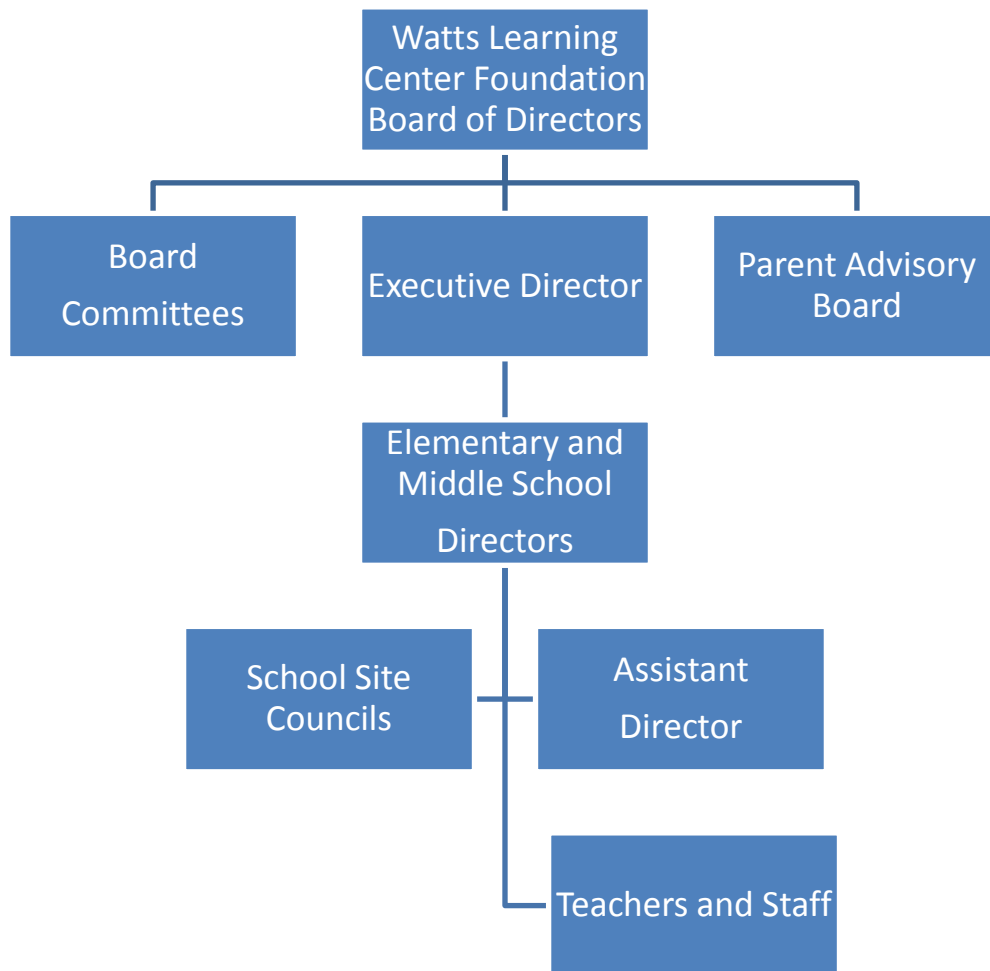
Membership shall be open to parents or guardians of students participating at the WLCCMS Program and staff members. The Parent Advisory Committee shall consist of a majority of parents or guardians not to exceed 7 parents and 2 staff members. A membership roster along with agendas and sign-in sheets will be maintained in the School office for every meeting. The Parent Advisory Council meets during the week before a regularly scheduled Board of Directors meeting.

School Site Council(SSC)

The purpose of the School Site Council is to develop our school improvement plan. The maximum number of members is 7. The SSC meets at a minimum of once each trimester. It is composed of the School Director (Principal), teacher representatives (selected by teachers at the school), school personnel (selected by peers at the school), parents (of pupils attending the school), and a student (selected by students attending the school). Teachers make up the majority of the members of the council. The School Site Council is responsible for:

- Measuring the effectiveness of improvement strategies at the school.
- Seeking input from school advisory committees
- Reaffirm or revise school goals.
- Revise improvement strategies and expenditures.
- Recommend the approved single plan for student achievement (SPSA) to the governing board.
- Monitor implementation of the SPSA

Watts Learning Center Foundation Organization Chart



ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

WLCCMS 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 identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

NCLB AND CREDENTIALING REQUIREMENTS

WLCCMS shall adhere to all requirements of the Elementary and Secondary Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(1). Teachers of core subjects, and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter school shall maintain current copies of all teacher credentials and make them readily available for inspection.

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

WLCCMS is led and operated by highly effective and qualified individuals. The Leadership Team consists of the Director, Assistant Director and Teacher

Leaders from each grade level. The Executive Director provides guidance and support to the Leadership Team.

JOB DESCRIPTIONS

Executive Director

Basic Functions

The Executive Director reports directly to the Watts Learning Center Board of Directors. The role of the Executive Director is one that emphasizes internal accountability for the overall implementation of the educational program as specified in the Charters and policies established by the Board, oversight of School Director's financial accountability/reporting; and development and maintenance of external relations on behalf of the schools.

Job Description:

- Supervise compliance and reporting to various governmental agencies, e.g., California Department of Education, Los Angeles Unified School District, Los Angeles County Office of Education, Federal agencies.
- Serve as liaison to the Board of Directors.
- Supervise and mentor School Directors.
- Collaborate with School Directors to set yearly goals that challenge the schools to achieve high levels of excellence and maintain high quality facilities.
- Supervise implementation of school-wide policies and procedures.
- Collaborate with School Directors to promote positive school climate and maintain school culture as represented in the core values.
- Provide oversight of internal communications among administration, parents, teachers, other staff and students to facilitate a strong sense of school vision, mission and direction.
- Collaborate with School Directors to recruit, interview and hire teachers, and other staff when vacancies occur.
- Manage complaint appeals from staff, community providing conflict resolution.
- Conduct annual performance evaluations of School Directors.
- Provide oversight of fiscal policies and procedures and annual fiscal audit.
- Collaborate with School Directors and back office finance company to create annual budget for presentation to the Board of Directors.
- Discuss additional budget proposals or budget changes with Directors for presentation to the Board.
- Communicate with insurance company, monitor insurance matters and report to the Board.
- Communicate with employee benefits company and supervise implementation of Board established benefits program at the schools.

- Provide oversight of personnel issues and report to the Board.
- Provide oversight of legal issues and report to the Board.
- Represent Watts Learning Center at meetings, conferences and events to develop relationships with supporters and potential donors.
- Promote vision, mission, educational programs and accomplishments of the Watts Learning Center Schools in the education community and community at large.

Qualifications:

- Demonstrated knowledge of charter school legislation and related regulations at the local, state and federal level.
- Three years' proven experience in educational and organizational leadership, delegation and management, including oversight of fiscal, legal, personnel and operational compliance and liability issues within a public school setting.
- Strong administrative and organizational skills. Must be computer literate. Ability to coordinate multiple projects and meet deadlines in fast-paced environment.
- Instructional leadership and curriculum development experience.
- Ability to work with and build relationships with Board of Directors, diverse staff, student populations, school community, community organizations, supporters and funders.
- Masters Degree in Education or equivalent.
- Current/Valid California Administrative Services Credential
- Fingerprint Report and TB Test

School Director

BASIC FUNCTION

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

Job Description

- Responsible for decisive leadership in improving the total educational program within the school community.
- Responsible for visiting classrooms, conferring with teachers, providing leadership in curriculum improvement, and assisting in the selection and use of instructional materials.

- Responsible for directing the implementation of the school curricula.
- Responsible for the evaluation of instructional techniques.
- Responsible for supervising the school's special services program(s) including Title I responsibilities.
- Responsible for planning programs, schedules, and assignment of building staff.
- Responsible for assisting with applicant screening and recommendations for hiring, assigning, and dismissing the school staff.
- Responsible for formative and summative evaluations of building staff.
- Responsible for providing leadership in developing, conducting, and maintaining productive interpersonal relationships among staff.
- Responsible for the management of student recruitment efforts.
- Responsible for implementing Board and District policies and administrative regulations that provide educational conditions under which students and teachers may work to their best advantage.
- Responsible for implementing established guidelines for student conduct.
- Responsible for monitoring student academic progress including English learners.
- Responsible for recording and maintaining accurate student records as required by federal, state, and local statutes.
- Responsible for developing and maintaining student recognition programs.
- Responsible for keeping students and parents informed of school goals, policies, and activities, involving them when appropriate, in matters directly related to them.
- Responsible for recording and maintaining accurate records as required by federal, state, and local statutes.
- Responsible for budget planning and requisitioning equipment and supplies within the funds allocated, in collaboration with the Board of Directors.
- Responsible for all student activity budgets and fund expenditures.
- Responsible for supervision of the maintenance of school building, grounds, and equipment, as directed.
- Responsible for recognizing and reinforcing accomplishments and achievements of students and staff.
- Responsible for maintaining cooperative liaison with the elementary, junior, and senior high schools in the District.
- Responsible for the interpretation of school programs to the community; enlisting the participation of the community in school activities as needed.
- Responsible for working with the Parent Advisory Board.
- Responsible for keeping 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.
- Responsible for own 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.

- Responsible for assisting in the implementation of supportive services in meeting the needs of students and staff.
- Responsible for assisting with school functions, programs, and committees.
- Responsible for keeping the Board of Directors informed of events and activities of an unusual nature as well as routine matters related to the school's accountability.
- Responsible for working with the Board of Directors and staff on all issues of school and/or District concern.
- Responsible for participation in administrators' meetings and such other meetings as are required or appropriate.
- Responsible for participation in the operational and instructional decision making process of the Charter School, in addition to supporting and implementing decisions and directives of the Watts Learning Center Board of Director's Executive Board , District Officials, and the Administrative Team.
- Responsible for performing other job related duties as assigned by the Board of Directors.

QUALIFICATIONS:

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

Assistant School Director

Basic Function:

To act as co-administrator with the School Director performing duties as assigned by the School Director involving major portions of school operation and to assume administrative responsibility for the school in the absence of the School Director.

Job Description

- Provide leadership to the instructional program, including development of curricular experiments, pilot programs, and innovative instruction.
- Supervise assigned departments or subjects of instruction.
- Evaluate or assist the School Director in evaluating certificated staff including orientation and training necessary to prepare the instructional staff for evaluation.
- Assist School Director to develop the master program of the school including room assignments, teacher assignments, data processing coding and school organization.
- Assist School Director in planning for the most effective use of materials, supplies, equipment, facilities, and grounds.
- Assist School Director in planning, organizing, and implementing a school-wide program for the supervision and control 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, social activities, music and drama activities, student government, assemblies, contests, and publications.
- Plan, organize, and supervise special events including graduation and student orientations.
- Assist School Director in monitoring and identification of 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
- Coordinate efforts in curriculum implementation
- Seek 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.
- Assist the School Director in interpreting the school educational program to staff, parents, District and community.

- Assist School Director in supervising the school's participation in the school's assessment programs.
- Serve as assigned on school-wide committees.
- Perform other duties as assigned.

QUALIFICATIONS:

- Any combination of education, training, or experience equivalent to three years of effective teaching experience and site leadership experience
- Thorough knowledge of instructional strategies.
- Current/Valid California Administrative Services Credential
- Fingerprint Report and TB Test

Teachers

BASIC FUNCTIONS

As lifelong learners, WLCCMS teachers constantly work to improve their own skills and knowledge base. They work as a team, learning from each other and cooperatively and continuously developing a program of academic excellence.

Teachers at the WLCCMS must be committed to protecting the safety, interests, and rights of all students in the classroom and on the school grounds. They must be willing to go above and beyond the call of duty when necessary.

JOB DESCRIPTION

Teaching Responsibilities include (but are not limited to):

- Planning and delivering thorough, challenging, CST and Common Core State standards-based lessons that ensure all students master content
- Assessing students frequently through formal and/or informal measures
- Creating comprehensive projects, chapter and/or unit tests, as well as common periodic assessments and other classroom formative assessments
- Use detailed data analysis of student performance to inform best practices
- Differentiate instruction in the classroom to ensure that ALL students excel
- Identify students who are academically at risk of not meeting standards and initiating effective intervention strategies
- Reflecting continually in order to ensure a culture of high academic and behavioral standards.
- Communicate student progress to students and parents in structured conferences and reporting as required throughout the year
- Shows empathy and understanding of students.
- Develops a mutually respectful and cooperative partnership with parents and students.
- Participate and contribute in grade-level meetings designed to develop and monitor the curriculum to determine if it's 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.
- Holds parent/student/teacher conferences in a manner consistent with Watts Learning Center Charter Middle School's policies and procedures including back-to-school night
- Completing other tasks as directed by the Director

QUALIFICATIONS

- Must hold and maintain a current Commission of Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment.
- Criminal Clearance, including fingerprints
- TB Test (within 4 years)
- CLAD
- BCLAD credential or equivalent(preferred)

ADMINISTRATIVE ASSISTANT

Basic Functions

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

Job Description

- Oversee, coordinate, organize and perform day-to-day secretarial functions
- Serve as liaison between students, staff, parents, District personnel and the community
- Provide written information regarding school rules to staff and students (as directed by the Director/Assistant Director)

- Prepare, maintain and update student records in the area of attendance, discipline, emergencies, health and other student records as assigned
- Enter and maintain student information into databases such as PowerSchool and CalPads
- Compile data, run reports, labels, and produce other communications
- Manage and update “all call” notification systems
- Compose, type and/or edit letters, memos, agendas sign-in sheets
- Schedule appointments for Director and Assistant Director
- Manage school site registration process; prepare enrollment and transfer forms; assist parents with completing forms
- Manage substitute teacher procurement and processing
- Assist the Director in the preparation of a variety of compliance reports i.e., R-30, CBED’s, SARC, SNOR
- Assist with the maintenance of the school’s website
- Administer first aid to students and staff and/or medication to students as prescribed by nurse’s training
- Other Duties as Assigned

Qualifications

- Any combination equivalent to graduation from high school or three years of increasing responsibility for clerical or secretarial work
- Type at least 50 wpm from clear copy
- Knowledge of Microsoft Office
- Must be able to communicate effectively orally and in writing
- Ability to plan and organize
- Be able to maintain strict confidentiality
- Ability to work well in teams
- Criminal Clearance, including fingerprints
- TB Test (within 4 years)

OFFICE ASSISTANT

BASIC FUNCTION

Reports directly to the Assistant Director to provide general office duties including but not limited to operating the student information system for attendance, lunch program, grades, etc. Prepare written documents/reports; answer telephones, prepare and maintain supply and equipment inventories;

JOB DESCRIPTION:

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

- Knowledge of Microsoft Office
- Criminal Clearance, including fingerprints
- TB Test (within 4 years)

INSTRUCTIONAL ASSISTANT

BASIC FUNCTION

The Watts Learning Center Board of Directors believes high-quality instructional aides are another important element of our success as a school. 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

QUALIFICATIONS:

- Must be at least 18 years of age
- NCLB Compliant
- Minimum of 1 year of working with children
- Effective oral and written communication skills
- Ability to work collaboratively with all staff and administrators
- Criminal Clearance, including fingerprints
- TB Test (within 4 years)

CUSTODIAN

BASIC FUNCTION

Under the direction of the Director, maintains clean and safe campus facilities for students, staff, and the public. She/he provides equipment/furniture arrangements for meetings, classroom activities and events. Assists the Director in minimizing property damage, loss, and liability exposure.

JOB DESCRIPTION

- 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, campus safety procedures)
- Cleans assigned school facilities (classrooms, office, bathrooms, cafeteria, grounds) for the purpose of maintaining a safe and clean learning environment
- Inspects school facilities for the purpose of ensuring that the site remains safe and suitable and reports any areas in need of improvement to the Administrator

- Maintains maintenance supplies for the purpose of ensuring the availability of items required to maintain the facilities properly
- Repairs furniture and equipment as may be required (i.e., faucets, light fixtures, etc)
- Responds to the immediate safety or operational concerns (facility damage, alarms, injured and ill students) for the purpose of taking appropriate action to resolve immediate safety issues and maintaining a safe learning environment
- Secures facilities and grounds for the purpose of minimizing property damage, equipment loss and potential liability to the school
- Assists other personnel with safety concerns
- Other duties as assigned

QUALIFICATIONS:

- Must be 18 years of age
- Must be able to lift 50 lbs.
- Must have knowledge of operating basic tools (wrench, screw driver, hammer, etc.)
- Criminal Clearance, including fingerprints
- TB Test (within 4 years)

Campus Aide

BASIC FUNCTION

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

JOB DESCRIPTION

- Works with students in a supportive nurturing, respectful, helpful manner
- 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;
- Patrols school corridors, locker rooms, rest rooms, assembly and athletic facilities, gymnasiums, bus loading areas, and other campus locations in order to observe student behavior and prevent violations or unsafe activities.
- Provides information to school administrators regarding causes and effects of campus and community tension.
- Gathers information and provides advice regarding gang activities.

- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property.
- May discuss with student groups issues relating to narcotics, gambling, attendance, gang activities, vandalism, safety, and community relations.
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons.
- May assist school administrators in contacting parents regarding students with behavioral problems and in discussing campus security with parent and community groups.
- May assist a certificated employee in supervising students during field trips and special events.
- May assist a certificated employee in counseling individual students or groups of students or in assisting student clubs.
- May deliver, set up, lie out, or collect equipment and other materials.
- Performs related duties as assigned

QUALIFICATIONS:

- Able to follow and respect proper channels of authority and/or chain of command;
- Able to make proper choices and follows through;
- Able to Maintain a positive attitude and spirit of cooperation;
- Able to demonstrate initiative; work within scope of responsibility;
- Able to follow safety procedures and practices;
- Responds calmly and appropriately to challenging situations;
- Must be at least 18 years of age.
- Criminal Clearance including fingerprint
- TB Test (within 4 years)

Staff Qualifications

WLCCMS ensures that all requirements for employment set forth in applicable provisions of law are met. The WLCCMS administrative, teaching, classified, instructional support staff ideally have a wide range of skills and leadership qualities, teaching and administrative experience, cultural and ethnic backgrounds, and are as reflective of the Los Angeles community and the student body as possible. It is equally important that staff members are committed to the mission of the school and contribute positively. General teacher candidates are responsible for, including, but are not limited to):

- Protecting the safety, interests and rights of all students in the classroom and on the school ground.
- Providing a quality, enriching curriculum.
- Collaborating with Director and teachers to develop model instructional program.
- Providing continual assessment of student progress and maintain records.

- Continually evaluate classroom environment that reflects and facilitates the academic program.
- Providing for open communication with all members of the school community.
- Adhering to all charter school policies as established by the Board of Directors.
- Supporting school-wide student discipline policies.
- Demonstrating the ability to work with others in a collaborative manner.
- Demonstrating Flexibility
- Demonstrating experience using technology
- Demonstrating strong verbal and written communication skills
- An interest in seeking reflective and productive collegial interaction and professional growth
- Demonstrate the ability to successfully work with our target population

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PLAN

WLCCMS shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to the beginning operation of the charter school. WLCCMS shall ensure that staff receives annual training on Charter School’s health, safety and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

WLCCMS, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

The Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

WLCCMS maintains and implements a comprehensive set of health, safety, and risk management policies developed in consultation with the Co-location Director and our insurance carrier. The Health and Safety Policy will be kept on file in the main office and will be available for review upon request. All school staff is trained annually on safety procedures. The policies are reviewed on an ongoing basis in the school's staff development efforts and governing board policies. At a minimum, the Policy will address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations will be maintained, and staff will honor County requirements for periodic Mantoux Tuberculosis (TB) tests.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that has a valid certificate of occupancy. Periodic inspections shall be undertaken, as necessary, to ensure such applicable safety standards are met.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the School to submit to a criminal background check and furnish a criminal record summary as required by Education Code §44237
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies.
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and EPA.
- A policy that details pest management at the school is in compliance with the Healthy Schools Act (Education Code §17608).

Role of Staff as Mandated Child Abuse Reporters

The Watts Learning Center Charter Middle School administrators, faculty and staff, will be mandated child abuse reporters and will follow all applicable reporting laws, and utilize the same policies and procedures used by the District.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the District’s 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, locations and 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 to achieve its goals. 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. Instead, the District now receives the Target Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

Outreach Efforts

WLCCMS has a coordinated advertising and recruitment strategy that ensures all parents and families are notified about the educational opportunities the school offers. These efforts will be carried out between October and August. WLCCMS is committed to serving all ethnic groups and thus uses various advertising techniques to recruit students from all backgrounds.

WLCCMS uses a variety methods to advertise and recruit students such as flyers, newspaper advertisements, informational fairs, open house (at least once during open enrollment, and once during the spring and summer), etc. Some of the methods shall include, but are not limited to the following:

Distribution of informational materials to community organizations including the Watts Gang Task Force, GRYD, churches, Willowbrook Public Library local businesses, elementary charter schools.
Outreach meetings throughout the 90003, 90047, 90059 Zip Codes of Los Angeles and other areas throughout the District
Development of promotional materials in English and Spanish (or other languages if required)
Advertisement in local newspapers such as: The Wave, Our Weekly, and La Opinion.

Our efforts are designed to target students residing in the Watts area of Los Angeles. The families in this area of Los Angeles has a high Hispanic and African American demographic as well as a high socioeconomically disadvantaged population. WLCCMS demographics also reflects this data. To ensure this outcome, WLCCMS maintains student demographic data that accounts the racial and ethnic balance of the students enrolled in our school. WLCCMS will keep on file documentation of the efforts made to achieve a racial and ethnic balance and the results achieved.

No Child left Behind - Public School Choice (NCLB-PSC) Traveling Students

The District and WLCCMS are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice ("NCLB-PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 ("NCLB"). WLCCMS agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District's NCLB-PSC program. The parties agree to memorialize separately any agreed-to-number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending WLCCMS shall have the right to continue attending WLCCMS until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to WLCCMS shall end in the event the NCLB-PSC student's resident District school exits Program Improvement Status.

WLCCMS shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. WLCCMS shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District based on the District's NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at WLCCMS under the NCLB-PSC program increases in subsequent years, WLCCMS agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title 1, Part A funds, WLCCMS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. WLCCMS understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes, and WLCCMS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title 1, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to parents of participating children, a school-parent compact.
- Hold an annual Title 1 meeting for parents of participating Title 1 student.
- Develop jointly with, agree on with and distribute to, parents of participating children a written parent involvement policy.
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds.
- Complete and submit local Education Agency (LEA) Plan to CDE.
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title 1 Schoolwide Program eligibility status, if applicable; otherwise, identify and maintain a roster of eligible students for the Title 1 Targeted Assistance School Program.
- Maintain inventory of equipment purchased with categorical funds, where applicable.
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable.

WLCCMS also understands that as part of its oversight of the Charter School, the District may conduct a program review of federal and state compliance issues.

ELEMENT 8 – ADMISSION REQUIREMENTS

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

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Charter School shall adhere to the provisions of the 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, notifies parents that the school is open to enroll and provide services for all students, and provides a District standard conduct number for access to additional information regarding enrollment.

NON-DISCRIMINATION

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

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

ADMISSIONS POLICY/PUBLIC RANDOM DRAWING

WLCCMS is an open enrollment, tuition free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, disciplines records, etc). Enrollment to the school is open to any resident of the State of California. Enrollment is based on first-come-first-served. WLCCMS enrolls all pupils who wish to attend to the extent that space allows. Ed Code §47605(d)(2)(A).

WLCCMS is committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other risk factors. If the number of students who wish to attend the

school exceeds the available seats, attendance, except for existing pupils of the Charter School, will be determined by a public random drawing

Students that currently attend the school are exempt from the lottery. Admission preference includes 1) pupils who reside in the District 2) siblings of current students 3) students matriculating from the Watts Learning Center into the sixth grade and 4) children of staff members (not to exceed 10% of total enrollment) consistent with the law.

The open enrollment begins the first Monday in January of the preceding school year. Following the open enrollment period, interested families (those who have completed a "Lottery" form) are notified by telephone to submit a complete and submit the registration application form by March 15. Following the open enrollment period, applications will be counted to determine if any grade has received a number of applications that exceed available seats. If the number of students who have applied for any grade exceed capacity by the end of the open enrollment period date, the school will hold a single public random drawing lottery to determine enrollment for the impacted grade level.

The lottery occurs the first week in April. Lottery rules and deadlines will be communicated via the Lottery Application, flyers/posters, and the school website. Public notice will be posted outside of the school office regarding the date and time of the public drawing once the deadline date has passed. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they wish to do so. The lottery is conducted by a non-interested volunteer that draws the pupil names and verifies that the lottery process is fairly executed. The lottery is held at the location of the school and is held at a time to maximize parent/guardians and interested parties are able to attend. The lottery is open to the public.

Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery related documents are maintained on file in the school office. The lottery results and waiting lists will be available for inspection upon request and will be maintained for one year following the close of the lottery process.

Students who are offered enrollment will be asked to complete an Enrollment Packet to secure their space. School staff is available to assist parents/guardians with completing the paperwork if necessary.

Students who apply after the lottery deadline are added to the end of the lottery waiting list in the order the Lottery form is received. An electronic log is maintained that indicates the order of Lottery form receipt.

Vacancies that occur during the school year will be filled according to the waiting list. When an offer occurs during the school year, families will be contacted by the

office staff by phone and/or U.S. mail, in the order of the waiting list and will be given 48 hours to decide whether or not to accept the admission to the school. In the event that no such waiting list exists for a particular grade level, the space will be made available on a first come first served basis to the next interested family for the appropriate grade level.

WAITING LIST

The waiting list is established from the names of students who participated in the lottery but were not selected from the public random drawing, will be prioritized by enrollment preference: 1) Students who reside in the District; 2) Siblings of current students; 3) Students matriculating from Watts Learning Center Elementary School; 4) Children of staff members (not to exceed 10%). Each name is given a numeric rank .

The waiting list will include contact information of the families still wanting to be considered for admission if an opening occurs. Parents/Guardian will be notified by mail and phone that they have two weeks to either come in person or contact the School office by phone to secure admission. Should the family decline the offer or fail to respond within two weeks, the next family on the list will be contacted until the open position is filled. The waiting list for the current school year remains active until the admissions period begins for the following year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

The annual audit shall be conducted in compliance with the California Education Code 47605 (b)(5)(I) as it is amended from time to time.

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 the operating fiscal year
- d. Second Interim Projections – February of the 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 the school’s Calendar
- h. Statistical Report – monthly according to the school’s calendar of Reports
 - P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to the first day of instruction
- j. Other reports as requested by the District

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students regarding the grounds for suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights to 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 staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree..

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

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

STUDENTS WITH DISABILITIES

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

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

a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION TO THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by the 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 (1) one 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 the 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/guardian/caregiver at the time the expulsion order is entered.

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 conclusion of the expulsion period in a timely manner.

GUNS FREE SCHOOLS ACT

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

The entire school is guided by a clear Code of Conduct which is described in the Parent Student Handbook. The Code of Conduct is consistent with the provisions as outlined in this element. Implementation of the Code of Conduct is designed to ensure students engage in positive interactions with teachers, staff, and their peers throughout the school day. The Code of Conduct also provides the

necessary tools to guide student's internal decision making in order to assist them with making choices that will lead them to being successful in college and in life. The character education curriculum goals teach students to internalize and use the school's core values of Acceptance, Achievement, Community, Commitment, Integrity and Respect.

Teachers use a range of lower-level consequences (non-verbal cues, such as pointing to the rules chart, writing their name on the board) conferencing with student, loss of privileges, etc) before resorting to more serious consequences. If the behavior continues, the teacher continues to track additional classroom consequences (i.e., change of seat, phone call home, detention, etc). Behaviors requiring administrative response are referred to the Assistant Director (i.e., fighting, theft to determine appropriate consequences). Our clear policies governing suspension and expulsion are discussed below. Our discipline system includes tracking student behavior/s online, in order to determine patterns in individual or group behaviors. Celebrations of positive behaviors are conducted either monthly and/or each trimester.

Teachers are trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize inappropriate behaviors. These policies and procedures are clearly defined in our Parent-Student Handbook and are consistent with the provisions in this element.. All school rules are posted in each classroom. If a student violates a school rule, the teacher reminds the student of the rule. If the rule continues to be violated, the teacher follows the behavior intervention matrix that emphasizes mild, moderate or severe behaviors and their appropriate consequences (including alternatives to out-of-school suspensions) and applies the appropriate strategy to the infraction. A manifestation determination will be conducted for students with disabilities (See Section Students with Disabilities in this section) Administrators shall ensure that parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include the employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) or who is qualified for

services under the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures (See Students with Disabilities in this section). WLCCMS will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with a disability or for whom the 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.

Any student who engages in repeated violations of the school's behavioral expectations as listed in the Parent-Student Handbook, or a single severe infraction, will be required to attend a meeting with the school's administrative staff and the student's parent/guardian. The Assistant Director will prepare a specific, written agreement outlining future student conduct expectations relative to the Charter School's code of conduct, including timelines, and consequences for failure to meet the expectations.

WLCCMS is exempt from Education Code requirements that relate to student suspension and expulsion found at Education Code Section 48900 et seq. However, there are instances where the charter refers to the Education Code, exclusively for the purpose of identifying the enumerated guidelines to determine offenses for suspension or expulsion. which students will be suspended or expelled. A student may be suspended or expelled for any of the acts enumerated in Education Code §48900(a)-(r) related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While traveling to and from school
- During, or traveling to or from a school-sponsored activity

CAUSE FOR SUSPENSION AND EXPULSION

The Director and in his/her absence, his/her designee has the responsibility for overseeing all student discipline. Annually, the Director identifies in writing which certificated staff may serve as administrative designee for student discipline. A copy of this notice is kept on file in the main office.

MANDATORY SUSPENSION/EXPULSION

It is a federal mandate that a school expel, for a period of not less than one year, (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

The following reasons shall constitute mandatory grounds for immediate suspension and a recommendation for expulsion:

- Causing serious injury to another person

- Brandishing a knife
- Possession, selling, or furnishing a firearm, knife, explosive, or other dangerous object
- Robbery or extortion
- Offering, negotiating or sale of selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Committed or attempted to commit sexual assault or committing sexual battery (as defined in Education Code Section 48900(n))
- Assault or battery upon any Charter School employee.
- Violation of the Federal Guns Free Act

DISCRETIONARY SUSPENSION/EXPULSION

In addition to the foregoing mandatory suspension/expulsion infractions, students may be immediately suspended and recommended for expulsion upon determination that the students has committed one or more of the acts listed below:

- Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense.
- Hate violence (defined in Section 48900.3)
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, et.al.
- 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.
- 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 responsible person to conclude the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Committed an obscene act or engage in habitual profanity or vulgarity
- Knowingly received stolen school property or private property.
- Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
- Aided or abetted the infliction or attempted infliction of physical injury to another person.

- Engaged in sexual harassment as defined in Education Code Section 48900.2.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code 48900.4.
- Made terrorist threats against school officials, school property or both as defined in Education Code Section 48900.7.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act specifically toward a pupil or school personnel.

PROCEDURES FOR SUSPENSION AND/OR EXPULSION

To protect student rights, we have established fair and thorough procedures to ensure a comprehensive and consistent process for suspension and expulsion including clear guidelines for due process.

Family Conference

In and Out-of-School Suspensions will be preceded by a conference with the Assistant Director with the student and his/her parent/guardian. The conference may be omitted if the Assistant Director determines that an emergency situation exists which involves a clear and present danger to the lives, health or safety of students or school personnel. If the student is suspended without a conference, the parent/guardian will be notified and a conference will be scheduled no later than 48 hours.

Notice to Parents/Guardians

At the time of the suspension, a school employee will make every effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice states the specific offense committed by the student as well as it will also include the date and time the student may return to school. A conference will be scheduled with the parent/guardian to discuss relevant information related to the suspension, the notice will communicate that the parents are required to respond to that notice request no later than 48 hours and that violation of school rules can result in expulsion from the school.

Length of Suspension

The length of suspension for students may not exceed 10 school days unless an administrative recommendation has been made and approved by the student's parent/guardian. If a student is recommended for a period of suspension exceeding 10 continuous days, a second conference will be scheduled with the parent/guardian to discuss the progress of the suspension upon the completion of the 10th day of suspension. Arrangements will be made to provide the student with classroom materials and current assignments that will be completed at home.

during the length of the suspension. A student may not be suspended more than 20 days in any school year however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

Recommendation for Expulsion

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

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

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether or not the student should be expelled. The hearing will be held within 30 calendar days following the conclusion of the investigation by the Director. A Fact and Findings document will be prepared to summarize the evidence adduced at the hearing, to substantiate the expulsion decision. The hearing will be presided over by an Administrative Panel. The Administrative Panel shall consist of at least three members and no more than five, who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board.

Written notice of the hearing is forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice includes:

- The date and location of the hearing.
- A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based.
- A copy of the Findings of Fact will be provided to the parent/guardian.
- A copy of the WLCCMS disciplinary rules that relate to the alleged violation.
- The opportunity for the student or the student's parent/guardian to appear in person at the hearing, the right to have representation, to bring witnesses and present evidence, and to challenge evidence presented by the school.

Written notice of the expulsion of a student will be sent by the Director to the parent/guardian of any student who is expelled. This notice includes the following:

- The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion”.
- Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the students’ status with WLCCMS
- Reinstatement eligibility review dates
- A copy of the rehabilitation plan
- The type of educational placement during the period of the expulsion
- Appeal procedures/protocol

Appeal of Suspension

The parent/guardian of a suspended student may appeal the suspension decision within five (5) working days directly to the Director or Director’s designee. The Director or designee will immediately review the request with the parent/guardian and student within five (5) working days of the written receipt of the appeal. If the Director determines that the student has not violated one of the offenses identified as grounds for suspension in the school’s charter petition (or Parent/Student Handbook containing the same language), or believes that extenuating circumstances should mitigate the suspension, the suspension decision will be reversed. If the Director or designee upholds the suspension, the parent/guardian may submit a written appeal to the Executive Director within five (5) working days of the Director’s or designee’s appeal decision. The Executive Director will respond in writing to the parent/guardian within five (5) working days with a decision to uphold or reverse the suspension. The Executive Director’s decision is final.

Appeal of an Expulsion

An expulsion may be appealed within fifteen working days of the date the expulsion has been approved by the Administrative Panel to the Board of Directors. Parents/Guardians must submit their appeal request in writing to the Board President. The Board President will present all relevant evidence to the Board of Directors in closed session. Parents/Guardians, and if appropriate the student may appeal to the Board of Directors in person. The decision of the Board of Directors is final.

In the event of a decision to expel a pupil from the WLCCMS, the school will work cooperatively with the District of residence, county, and/or private school to assist with the appropriate educational placement of the pupil who has been expelled. Any incident of violent and/or serious student behavior is communicated to the

District/school to which the student matriculates. If the decision is to “not expel”, the student remains enrolled at the school.

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.” EC 47605(b)(5)(K)

RETIREMENT

The Board of Directors determines which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, part-time staff, etc.). Part-time classified staff participate in the Public Employees Retirement System (PERS). As it has in the past, WLCCMS plans to have its teachers participate in the State Teachers’ Retirement System (STRS) or a similar program, and will coordinate such participation, as appropriate, with the social security system or other reciprocal systems. PARS will not be currently offered to classified employees. The Board of Directors reserves the right to offer PARS in the future.

WLCCMS’ Executive Director collaborates with ExEd to forward in a timely manner, to the Los Angeles County Office of Education, any required payroll deductions and related data. All withholdings from employees and WLCCMS are forwarded to the STRS and PERS Fund as required.

Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. Employees who participate in STRS and PERS will contribute the required percentage and WLCCMS will contribute the employer’s required portion.

OVERSIGHT OF BENEFITS

WLCCMS has, to date, contracted with Excellent Education (ExEd) to handle our payroll and accounting services.

EMPLOYEE POLICIES

Employee policies relating to terms and conditions of employment are included in Element 13 of this petition.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES.

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

Pupils who choose not to attend the Watts Learning Center Charter Middle School may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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 – DISPUTE RESOLUTION

The procedures to be followed by the WLC Charter Middle School and the entity granting the charter to resolve disputes relating to provisions of the charter. Ed. Code §47605 (b)(5)(N)

The staff and governing board members of Watts Learning Center Charter Middle School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Watts Learning Center Charter Middle School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”) pursuant to the terms of this Element 14.

Any dispute between the District and Watts Learning Center Charter Middle School shall be resolved in accordance with the procedures set forth below:

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

To Charter School: c/o School Director	Watts Learning Center Charter Middle School Gayle P. Windom, Ed.D 8800 South San Pedro Street Los Angeles, CA 90003
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To Director of Charter Schools	Director of Charter Schools Los Angeles Unified School District 333 South Beaudry Avenue, 20 th Floor Los Angeles, CA 90017
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- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date of the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 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.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorney's fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs, and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

ELEMENTS 15 –Exclusive public school employer

“A declaration whether or not WLC Charter Middle School shall be deemed the exclusive public school employer of the employees of WLC Charter Middle School for the purpose of the Education Employment Relations Act (Chapter 10.7, commencing with the Section 3540 of the Division 4 of Title I of the Government Code). Ed. Code §47605 (b) (5) (O)

Watts Learning Center Charter Middle School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School will comply with all provisions of the Educational Employment Relations Act (“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. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.

ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES “A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing any assets and for the maintenance and transfer of pupil records.” Cal. Ed. Code §47605(b)(5)(P)

REVOCATION OF THE CHARTER

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

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify WLCCMS in writing of the specific violation, and give WLCCMS a reasonable opportunity to cure the violation unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause as set forth in this Charter.

Pursuant to AB 97 charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code 47607.3.

CLOSURE ACTION

The decision to close WLCCMS either by the governing board of WLCCMS or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of WLCCMS votes to close the Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5(5 CCR), sections 11962 and 11962.1 and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to WLCCMS, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of WLCCMS or the LAUSD Board of Education, the governing board of WLCCMS shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how WLCCMS 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 CSD, if the Closing Action is an act of WLCCMS. Note: If the Closure Action is a revocation or nonrenewal by LAUSD Board of Education, the charter school may omit this step.
2. Parents, guardians, and/or caretakers of all students currently enrolled in WLCCMS within 72 hours of the Closure Action. Journey STEM shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). WLCCMS 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 the school participates. WLCCMS 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 the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify the State Teachers Retirement Systems (STRS), Public Employees Retirement System (PERS), 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 this notification and correspondence to the CSD.

6. The California Department of Education (CDE). The WLCCMS shall send written notification of the Closure Action 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 the Charter School. WLCCMS 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 the notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. WLCCMS shall simultaneously provide a copy of the written employee and vendor notification 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
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school district of residence
4. How parents and, legal guardians 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 to the CDE must 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 to parents, guardians, and students shall 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, which will include 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
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 school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

School and Student Records Retention and Transfer

WLCCMS shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of the Charter School. Transfer of the complete and organized original student records to the District will occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare an electronic master list of all students to the Charter Schools Division. This list will 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 should also 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.

4. WLCCMS 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 the student records.
5. The 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, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the 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.

WLCCMS shall ensure completion of an independent financial audit within six months after the closure of the 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 the charter school.

This audit may serve as the school's annual audit.

WLCCMS 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 WLCCMS will be the responsibility of WLCCMS and not LAUSD. WLCCMS understands and acknowledges that WLCCMS will cover the outstanding debts or liabilities of WLCCMS. Any unused monies at the time of the audit will be returned to the appropriate funding source. WLCCMS 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 the WLCCMS participates, and other categorical funds will be returned to the source of funds.

WLCCMS 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. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting 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 of enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal, in accordance with Charter School's bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of Charter School, the corporation shall be dissolved according to its bylaws.

WLCCMS shall retain sufficient staff, as deemed appropriate by the WLCCMS governing board to complete all necessary tasks and procedures required to close the school transfer records in accordance with these closure procedures.

WLCCMS's governing board shall adopt a plan for wind-up of the 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 method by which the 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-2's and Form 1099s by the statutory deadlines.
- b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.).
- d. File its final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter or any other act or event that would end WLCCMS's right to operate as a charter school or cause WLCCMS to cease operation. WLCCMS and the District agree 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 the charter school breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 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

The WLCCMS facility will comply with all applicable State, Federal and local regulations and maintain accessible records for such regulations. WLCCMS will follow the Healthy Schools Act – California Education Code section 17608, which details pest management requirements for schools.

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (F&E) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising from Facilities.
 - i. Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - ii. Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operation Services. In the event LAUSD agrees to allow the Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
- i. Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance for the LAUSD facilities and Charter School shall pay Pro Rata Share. The parties may agree to an alternate 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 LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter

School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District Owned Facilities

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit). The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter Schools are required to adhere to the program accessibility requirements of Federal law (American with Disabilities Act and Section 504).

Occupancy of the Site

The charter petitioner or developer shall provide the District with a final Certificate of occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

PEST MANAGEMENT

Charter School will comply with the Healthy Schools Act, California Education Code 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

ASBESTOS MANAGEMENT

Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to the Charter School by the District under any of the District's self-insured programs or commercial insurance policies. The Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, 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 in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and Board of Education of the City of Los Angeles ("Board of Education") as named additional insured 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 the Charter School's insurance shall be primary despite any conflicting provisions in the charter school's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provision of the California Labor Code adequate to protect the 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/\$1,000,000,000/\$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 the charter school does not operate a student bus service. If the Charter School provides student bus 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 \$50,000 per occurrence, with no self-insurance retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage, with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participated in competitive interscholastic or intramural sports programs.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess to the Charter School's insurance primary despite any conflicting provisions in the Charter School's policy.*

Evidence of Insurance

The Charter School shall furnish to the District's Office of Risk Management and Insurance Services located at 333 South Beaudry Avenue, 28th Floor, Los Angeles, CA 90017 within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"The insurance afforded in this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District."

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should the charter school deem it prudent and/or desirable to have insurance coverage for damage or theft to 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 the Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, the Charter School, does 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 bought 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 contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Fees

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the 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 the charter school/facilities use agreement.

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.

Special Education Revenue Adjustment/Payment for Services

In the event that the 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 the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the 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, the 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.

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 the Charter for, among other reasons, the failure of the 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-hour notice.

Internal Fiscal Controls

WLCCMS will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. EC 47612(b).

Local Control and Accountability Plan

In accordance with California Education Code §§ 47604.33 and 47605.5, 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 EC § 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC §47606.5(b).