

Third Renewal Charter Petition

WATTS LEARNING CENTER

**310 West 95th Street
Los Angeles, CA 90003**

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

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

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EXECUTIVE SUMMARY

The Watts Learning Center Charter School (also referred to herein as “Watts Learning Center”, “WLC” and “Charter School”), established in 1997, is located in a low socioeconomic area of South Los Angeles and enters its fifteenth year of operations serving 350 kindergarten through fifth grade students. It has demonstrated success in pursuit of its vision for academic excellence. Watts Learning Center (WLC) was founded on the belief that all children can learn if provided the right resources and opportunities and a nurturing environment that encourages the full development of students. To that end, WLC provides a world-class education that inspires hope and allows inner-city students to realize their full potentials.

Expecting academic excellence is the norm for those affiliated with the school. Since WLC’s students were first tested on the California Standards Test in 2000, WLC’s Academic Performance Index has steadily risen from 577 in 2000 to 852 in 2011. An API above 800 has been maintained since 2006. This record of academic success and superior school performance overall earned WLC the **Charter School of the Year 2007**, and the **Title I Academic Achievement Award in 2009**. On average, WLC students outperform the Los Angeles Unified School District (“LAUSD” or “District”) in all subject areas tested on the California Standards Tests and are far ahead of other schools in South Los Angeles.

As discussed in WLC’s original charter in 1997, again in the 2002, and the 2007 charter renewal petitions, most of our new students continue to enter WLC in kindergarten. WLC recruits directly from Head Start and other pre-school programs for children from low-income families. WLC’s educational program is designed specifically to meet the needs of these students and their families and has flexibility to adapt to and meet new challenges.

A major hurdle was crossed when in February of 2006, WLC purchased the property that it had leased since 2000. Having a permanent home has enabled plans to go forward to build a state-of-the-art educational facility. This achievement has greatly enhanced the learning environment for the students and work environment for faculty and staff.

The school would like to expand the student body to as many as 400 children in grades K-5 over the next five years. Any such expansion will comply with the school’s current Certificate of Occupancy and any other applicable requirements. With LAUSD Board approval, WLC will continue to attract top-notch faculty, expand our facilities and increase our capacity to serve the target community.

The Board of Directors of the Watts Learning Center respectfully requests approval of this charter renewal petition for another five years 2012 through 2017. This approval will allow the WLC to continue its record of success in serving the children and their families in South Los Angeles.

INTRODUCTION AND HISTORY

In 1997, after reviewing the results of statewide focus group studies on public education, compelling evidence pointed to the pain and suffering of low-income families, most severely in urban areas. This suffering could be a result of high unemployment, high crime rate, drive-by shootings, low expectations, little hope, low academic achievement and other common traits of communities of poverty. Like “handwriting on the wall”, there was talk of a “permanent underclass” in these areas. In short, it was anything but the “Promised Land” envisioned by Dr. Martin Luther King, Jr. when he made his historic speech “I Have a Dream.” A lack of quality education in urban settings loomed large as a barrier to that vision.

A group of concerned individuals came together and developed a shared vision and a mission to make a difference in and improve the quality of public education available in South Los Angeles. This would be a place where students in connection with their families and the community could belong and actualize themselves empowered with the tools of education. With the approval of its charter by the Los Angeles Unified School District the Watts Learning Center Board of Directors created a public elementary school from “scratch” determined to educate students in a special way that could become known as the “Watts Learning Center Way.” We are evolving as generative leaders and beginning to see ourselves as educators with an expansive purpose of enabling students to realize their dreams. In the 21st century a quality education is a high probability means to achieve that end.

On WLC’s opening day of school in September of 1997, there were three teachers, an office manager and a principal with only two kindergarten students. Despite this humble beginning the board was committed to grow a culture of life-long learners one grade level at a time. Opening in a one room shared Urban League State Pre-school bungalow located in a low-income housing project in Watts, rival gang activity prevented growth at this site. Therefore, determined to serve our students in a safer environment, we moved. Having to move twice from its original location, the Watts Learning Center Charter School continued its search for a permanent home in the community it is dedicated to serve.

Now in our fifteenth year, the charter school has cleared numerous hurdles to successfully educate students in South Los Angeles. Facing a lack of availability of adequate facilities and a pervasive lack of faith in a quality public education of many in the community, the WLC story demonstrates that with proper nurturing, hard work and adequate resources children from low-income families in an urban setting such as South Los Angeles can be high academic achievers.

In February of 2006, WLC having demonstrated sustained fiscal accountability and efficient funds management, bought the property it was leasing and launched plans to construct a state of the art facility for its students. In October 2008, we moved into the new building located at 95th and Broadway.

Our commitment is to bring excellence into the lives of children. Providing opportunities to excel and making a positive difference in the lives of children are the primary goals for the Watts Learning Center. The current Academic Performance Index of 852, is far ahead of what is predicted for schools in South Los Angeles.

REFLECTIONS ON THE FIRST THREE, FIVE—YEAR TERMS OF THE WATTS LEARNING CENTER CHARTER

1997 - 2012

DETAILED ANALYSIS OF THE EXTENT TO WHICH THE WATTS LEARNING CENTER HAS ACHIEVED THE GOALS SET FORTH IN THE ORIGINAL CHARTER.

It is with great pride that we reflect on the past 15 years of operating the Watts Learning Center Charter School. Our goal was to provide the rigorous academic program and nurturing environment for children from low-income families in South Los Angeles. In large measure, this goal has been achieved and recognized by the state of California, federal government, business community and faith based organizations. This steady trend of high academic achievement has not come without much hard work and commitment but with the enthusiastic support of a highly dedicated board of directors and committed professional staff. Having started the school in 1997 with two students, three teachers an office manager and a principal in a one room bungalow in a public housing project, few believed that we would survive at all much less go on to become the California Charter Schools Association "Charter School of the Year" ten years later.

As discussed in WLC's original charter in 1997 and in the 2002 and 2007, charter renewal petition, the great majority of our new students continue to enter WLC in Kindergarten. This is a result of a recruitment program that targets Head Start and other pre-school programs for children from low-income families. As originally stated, our goal is to design and establish an educational program specifically to meet the needs of these students and their families and have the flexibility to adapt to and meet new challenges. To a great degree, our students are achieving at high levels as they become educated citizens for their lives in the 21st Century.

DESCRIPTION OF SUCCESSES FROM PREVIOUS TERM OF THE CHARTER.

Success in our instructional program continues to be dependent on strong collaborative management and a strong, committed and effective teaching staff. We have chosen a leadership team that serves as a source of accurate, intelligible, performance-based information about effective schools strategies for delivering and sustaining academic excellence. Evidence of effectiveness is indicated by the state's ranking WLC as 10, the highest category, in schools of similar demographics.

Accountability is essential to success. Using student achievement assessment data, everyone is held accountable for attaining and maintaining the goals set forth in the charter. WLC has developed a system that encourages, nurtures, and enhances a learning environment where teachers deliver a rigorous, standards-based curriculum that propels students, supports parents and enables teachers to maintain a school climate of high expectations and zero tolerance for excuses. Failure is not an option.

Operationally, the school's management team, faculty and staff work together to make the school campus attractive with an aura of cultural awareness and high respect for the culture and community being served. From the beginning, it was envisioned that we would develop a culture of caring and a strong sense of family through personal responsibility and connectedness in the classroom. WLC has instilled in all teachers high expectations of academic excellence for all students.

Sound fiscal management has been demonstrated by WLC since its inception with annual financial audits consistently yielding clean reports. Monthly financial reports are made to the Board of Directors for their review and assessment. This regular review of the financial status of the school enables the Board to determine the adequacy and strategic application of financial resources to meet the Boards policy objectives. The Board does not accept resource shortage as an excuse for failure. Working in collaboration with the staff and the community the Board is able to determine needed resources and develop strategies to meet the needs of the school.

HOW THE SCHOOL BOARD'S DECISIONS HAVE AFFECTED THE SCHOOL'S SUCCESS

Decisions made by the Board of Directors with their varied professional backgrounds have played a major role in the success of the school. Decisions such as hiring the right staff for the school, determining the best use of limited resources, finding and securing school facilities, setting academic goals for the staff and providing the resources to enable them to carry out the mission. The Board has earned community-wide trust based on a record of academic and fiscal accountability, reassuring donors that funds raised from solicitations would be well applied to support our education vision and mission. With Board, autonomy decisions are made in a timely manner without excessive bureaucracy and this has resulted in the school being successful.

WATTS LEARNING CENTER CHARTER SCHOOL DEMOGRAPHICS 2007—2011

Table 1-

	2007	2008	2009	2010	2011
1. Schoolwide Enrollment	249	350	353	351	350
2. Enrollment 2-5, First Day of Testing	163	199	200	201	225
3. Percent African Americans	91	96	91	95%	91.5
4. Percent Latino/Hispanic	6	4	9	5	10.2
5. Percent English Learners	0	0	0	4	5
6. Socioeconomically Disadvantaged	.90	80.1	80.5	91	91.1
7. Students with Disabilities	7	6	7	5	4
8. Mobility/Stability	98%	98%	96%	99%	96%

Source: Line 1, Power School Records

Source: Lines 2-8: CDE Website Accountability Progress Reports

- Table 1 shows that our enrollment over this period increased from 240 to 351 in 2011. With the addition of our new classroom building in 2009, we were able to begin to increase our enrollment by 38% by 2011.
- African Americans and socioeconomically disadvantaged remain our largest subgroups and obviously African Americans make up the bulk of those receiving free and reduced lunch.
- The number of tested English Language Learners increased from 0% in 2007 to 5% in 2011.
- The percentage of Latino students tested increased from 6% in 2007 to 8% of the total tested in 2011. And due to the overall growth in enrollment, the API and AYP results for this subgroup is now reported. The percentage of Latino students schoolwide is 15.1%. This is based on the number enrolled on December 5, 2011.
- Our records show that for 2010—2011, 100% percent of our teachers were fully credentialed

DETAILED ANALYSIS OF WATTS LEARNING CENTER'S TESTS SCORES.

WATTS LEARNING CENTER CHARTER SCHOOL PARTICIPATION RATES IN CST TESTING ELA2007—2011

Table 2

	2007	2008	2009	2010*	2011
Target Rate by	95%	95%	95%	95%	95%
School Wide	100	100	100	97	98
African Americans	100	100	99	97	98**
SE/Disadvantaged	100	100	99	97	97
SW/Disabilities	100	100	93	55	77
English Learners	---	---	--	100	95
Latino	100	100	100	100	95

Source: for years 2007-2010: CDE Website Accountability Progress Reports

2011 Source: 10/12/2011 Corrected STAR Demographics: submitted to District and CDE

WATTS LEARNING CENTER CHARTER SCHOOL PARTICIPATION RATES IN CST TESTING MATH 2007—2011

Table 3

	2007	2008	2009	2010*	2011
Target	95%	95%	95%	95%	95%
School Wide	100	100	100	99	100
African Americans	100	100	100	99	100
SE/Disadvantaged	100	100	100	99	100
SW/Disabilities	100	100	100	91	95
English Learners	100	---	---	100	100
Latino	100	100	100	100	100

Source: for years 2007-2010: CDE Website Accountability Progress Reports

2011 Source: 10/12/2011 Corrected STAR Demographics: submitted to District and CDE

- Tables 2 and 3 show that we have consistently exceeded the participation rate schoolwide and for all significant subgroups. We have also met or exceeded the target rate for non-significant subgroups—in grey—excepting in 2009, 2010, and 2011 in ELA and in 2010 in math. The Charter School is aware that the charts above show low CST participation rates for students with disabilities for the last two years. WLC is taking steps to address this matter to ensure compliance with the law and the requirements of the LAUSD Modified Consent Decree (MCD) before the 2012 CST testing window commences.

API AND A YP SCORES.

API –ACADEMIC PERFORMANCE INDEX –2006--2011

Table 4

Year	2006	2007	2008	2009	2010	2011	
# of Students Included in API	149	161	161	191	191	215	Growth 2006 -2011
API Schoolwide	801	819	825	813	860	852	51
API African American	800	819	820	812	858	768	
API Free and Reduced Lunch	806	812	824	807	855	*	
API Hispanic or Latino	Not reported because numbers were 10 or below.					902	
API English Language Learners						893	
API Students With Disabilities						717	

Source: California Department of Education (CDE) website: Accountability Progress Report

- WLC's latest Academic Performance Index (API) score of 852 is indicative of substantially achieving the goals set forth in our charter. Similar Schools Median API base for 2011 was 736 and the growth target was to 747. Watts Learning Center exceeded this target by 105 points.
- We have made steady incremental increases in the school's API. A net growth of 51 points has been made schoolwide since 2006. *The growth for African Americans and Free and Reduced Lunch can not be calculated* accurately at this time because of errors in the demographics data. No score was reported for Free and Reduced Lunch for 2011 because of errors in the demographics data. Correct data has been submitted to CDE and the District so that correct scores can be calculated.
- Though we do not have comparison data for earlier years, it is important to note that Latino students and English learners are performing higher than the school's, African Americans and those receiving free and reduced lunch.

WATTS LEARNING CENTER CHARTER SCHOOL
AYP –ADEQUATE YEARLY PROGRESS ELA--2007--2011

Table 5

	2007	2008	2009	2010*	2011
Percent Proficient Targets	24.4%	35.2%	46.0%	56.8%	67.6%
School Wide	49.4	54	48.9	65.2	65.4
African Americans	49.3	52.9	47.4	65.4	64.0***
SE/Disadvantaged	46.9	54	46.6	65.1	****
SW/Disabilities	9.1*	NS*	15.4	NS	55.8
English Learners	NS*	NS*	--	NS	81.2
Latino	NS*	NS*	66.7	NS	82.4

Source: California Department of Education (CDE) website: Accountability Progress Report

*NS Not a Significant group.

*** Score is based on incorrect Demographics Data **** No Score Reported due to incorrect Demographics

Scores for SW/Disabilities, English Learners and Latinos, are reported in any year in which their total number is 11 or more.

WATTS LEARNING CENTER CHARTER SCHOOL
AYP –ADEQUATE YEARLY PROGRESS MATH--2007--2011

Table 6

	2007	2008	2009	2010*	2011
Percent Proficient Targets	26.5%	37%	47.5%	58%	68.5%
Schoolwide	70	70.2	68.6	77.5	69.6
African Americans	69.9	69.7	69.5	76.9	69%***
SE/Disadvantaged	68.7	70.2	67.3	76.9	****
SW/Disabilities	18.2	NS*	28.6	NS	50
English Learners	NS*	NS*	---	NS	70.6
Latino	NS*	NS*	66.7	NS	77.8

Source: California Department of Education (CDE) website: Accountability Progress Report

*NS Not a Significant group.

*** Score is based on incorrect Demographics Data **** No Score Reported due to incorrect Demographics

Scores for SW/Disabilities, English Learners and Latinos, are reported in any year in which their total number is 11 or more

- Each year, excepting 2011 in ELA, WLC has exceeded the target percent proficient in ELA and Math schoolwide and at all grade levels. The climb to meet the targets has become increasingly challenging as the targets increase. WLC met its Annual Yearly Progress (AYP) criteria for 2011 for all subgroups in math. However, it failed to meet the proficiency criteria for ELA. This was primarily due to unusually low performance in ELA at grade five. We feel that departmentalization and the assignment of two teachers who were new to this grade level contributed to lower performance. Only 50% of fifth grade students scored proficient and advanced in ELA. Thirty-one percent of fifth grade students scored proficient and advanced in math, significantly below the performance of the previous 3 years—71% in 2010, 79% in 2009, and 73% in 2008. Though staffed with two very excellent teachers who collaborated closely, the process of departmentalization between the two classes interfered with students' mastery of the standards. Also, neither of the teachers had experience in teaching grade 5 standards. We now realize that these teachers needed more support than they received. Departmentalization also interfered with the flexibility teachers have in a self-contained classroom of adjusting the pacing, and increased opportunities to reenter, reinforce, and integrate concepts and skills throughout the day in all content areas. The Singapore Math was used for the first time in 2010 –2011 in grades four and five. Finally, the ELA teacher was on maternity leave during the last 10

weeks of the school year. **The lesson learned:** When teachers move to a new grade level they must receive more monitoring and support because mastery of new standards and curriculum requires two or more years at the same grade level.

- Problems with the way demographics data was reported on tests, CBEDS, and perhaps CALPADS are responsible for the low score reported for African Americans, and socioeconomically disadvantaged. The incorrect data have distorted the actual performance of these two groups. The AYP for African Americans is based on only 12 students and 23 socio-economically disadvantaged students. These scores need to be recalculated using the correct data.
- Corrected data has been submitted to the District and to CDE. The corrections were done by Data Driven for Schools, LLC.

ACADEMIC GROWTH OVER TIME (AGT)

The following is a summary of our analysis of the school's 2009-2010 AGT. The AGT measures a school's impact on students academic growth school-wide and at each grade level. The AGT is based on the California Standards Test (CST).

- For 2009—2010, based on the assessment of 107 students, WLC's school-wide AGT for ELA was 4.1. The AGT is significantly above the District Average of (3).
- The school-wide AGT for Math was 3.8 and based on the scores of 111 students. This estimate was also significantly above the District Average of (3)
- The three year average AGT for the years 2007—2010 for ELA was 3.1. This estimate is not different from the District Average of 3. The estimate included 362 students.
- The three year average AGT for math for 2007-2010 was 3.4. This estimate is significantly above the District average of 3.

AGT Grade Level Results

2009—2010			3 Year Average 2007-2010	
ELA	Number of Students	AGT Average	Number of Students	AGT Average
Grade 3	41	4.0	108	4.0
Grade 4	39	4.5	119	3.1
Grade 5	27	3.8	107	2.0
Math				
Grade 3	42	3.6	110	3.4
Grade 4	42	4.5	123	3.3
Grade 5	27	3.1	107	3.6

Source: AGT Report from LAUSD. NET Website

The AGT by grade levels showed the following:

- WLC was at or above the district average for 2009-2010 school year in ELA and math.
- For the three year average, we performed at or above the district in ELA and Math excepting in ELA at grade 5.
- The implications of AGT by grade level:
 - Though our staffing is rather stable school-wide, we have had the most changes at grades 4 and 5. These changes have primarily been due to the changing numbers of students moving from grades three to four to five. As a result, the number of classrooms is not always the same and will, therefore, require a shift in teachers' assignments. These regular changes combined with the more challenging curriculum indicate that careful attention must be given to the instructional program in both reading and math for these grades.
 - This data also supports the need for the purchase and use of a high quality assessment system—benchmarks and formative. Given increasing levels of performance, teachers can not be expected to create these assessments themselves. Also, this will standardize the way each teacher and grade monitors students' progress.

COMPARISON OF WATTS LEARNING CENTER TO DISTRICT, SIMILAR SCHOOLS, AND RESIDENT SCHOOLS

Table 1 API COMPARISON

Source: LAUSD Charter Division

	2009 Base API	2010 Growth API	09-10 Change	2010 Base API	Growth API	10-11 Change
WATTS LC CHARTER SCH	813	860	47	860	852	-8
CDE Similar Schools Median	723	747	25	747	766	19
Resident Schools Median	660	632	-29	632	686	55
Comparison Schools Median						

TABLE 2 AYP COMPARISON

Source: LAUSD Charter Division

	2010 AYP			2011 AYP		
	# Criteria	# Met	% Met	# Criteria	# Met	% Met
WATTS LC CHARTER SCH	13	13	100	5	4	80
CDE Similar Schools Median	17	14	85	17	14	76
Resident Schools Median	21	10	48	21	15	65
Comparison Schools Median						

TABLE 3 SIMILAR SCHOOLS RANKING

CDE Website Accountability Progress Report

Year	API State Rank	Similar Schools Rank
2007	8	10
2008	8	10
2009	6	10
2010	8	10

The above tables show:

- During the last five years, **WLC** has had an API above 800. It is currently 852. This is **86 points higher than the CDE Similar Schools Median** and **166 points higher than the resident schools median**.
- In 2010 (also in the 4 prior years), **WLC** met 100% of the AMO criteria compared to median of 85% criteria met by CDE Similar Schools and median of 48% of criteria met by Resident Schools.
- In 2011, **WLC** met 80% of AMO criteria compared to median of 76% for CDE Similar Schools and the median of 65% for Resident Schools.
- The **State Rank** has been 8 since 2007, excepting in 2009. The exception was likely caused by incorrect coding of the percentage of parents having a college education. The demographics indicated that 100% had college education.
- The **Similar School Rank** has been 10 since 2007. It was also 10 in 2006 when it had a State Rank of 7.

**Table 4 WATTS LC CHARTER SCH
CALIFORNIA STANDARDS TESTS (CST) WITH COMPARISON SCHOOLS' MEDIAN**

Source: LAUSD: Charter School Division

2010-2011 CST ENGLISH LANGUAGE ARTS								
	# Tested	Percent of Students by Performance Band						
		Far Below Basic	Below Basic	Basic	Proficient	Advanced	Below & Far Below Basic	Proficient & Advanced
LAUSD Similar Schools from CDE Median	451	9%	17%	32%	25%	16%	26%	41%
Resident Schools Median	514	17%	22%	28%	21%	9%	39%	30%
Comparison Schools in Charter Median								
WATTS LC CHARTER SCH	223	3%	8%	27%	37%	27%	10%	63%

Table 5

2009-2010 CST ENGLISH LANGUAGE ARTS								
	# Tested	Percent of Students by Performance Band						
		Far Below Basic	Below Basic	Basic	Proficient	Advanced	Below & Far Below Basic	Proficient & Advanced
LAUSD Similar Schools from CDE Median	456	12%	18%	30%	26%	13%	30%	39%
Resident Schools Median	503	14%	24%	32%	18%	6%	38%	23%
Comparison Schools in Charter Median								
WATTS LC CHARTER SCH	197	3%	6%	28%	37%	27%	9%	63%

Table 6

2010-2011 CST MATH								
	# Tested	Percent of Students by Performance Band						
		Far Below Basic	Below Basic	Basic	Proficient	Advanced	Below & Far Below Basic	Proficient & Advanced
LAUSD Similar Schools from CDE Median	452	4%	17%	21%	29%	28%	21%	57%
Resident Schools Median	516	9%	25%	24%	23%	19%	34%	42%
Comparison Schools in Charter Median								
WATTS LC CHARTER SCH	223	0%	9%	22%	31%	38%	10%	69%

Table 7

2009-2010 CST MATH								
	# Tested	Percent of Students by Performance Band						
		Far Below Basic	Below Basic	Basic	Proficient	Advanced	Below & Far Below Basic	Proficient & Advanced
LAUSD Similar Schools from CDE Median	456	6%	18%	24%	26%	24%	24%	50%
Resident Schools Median	501	13%	30%	23%	16%	8%	44%	23%
Comparison Schools in Charter Median								
WATTS LC CHARTER SCH	198	1%	7%	14%	37%	42%	8%	79%

These tables show that **WLC** continues to outperform LAUSD Similar Schools from the CDE Median as well as the Resident Schools in both ELA and math. A much larger percentage of WLC students are proficient and advanced in both ELA and math. Very few of our students are below basic and far below basic.

- In 2011, sixty-three percent (63%) of WLC students were proficient & advanced in ELA compared to only 41% of students in Similar District Schools and 30% of Students in Resident Schools.
- In 2011, sixty-nine percent (69%) of WLC students were proficient & advanced in math compared to only 57% of students in Similar District Schools and 42% of Students in Resident Schools

The following charts provide a more graphic depiction of this data.

Table 8

Source: LAUSD: Charter School Division

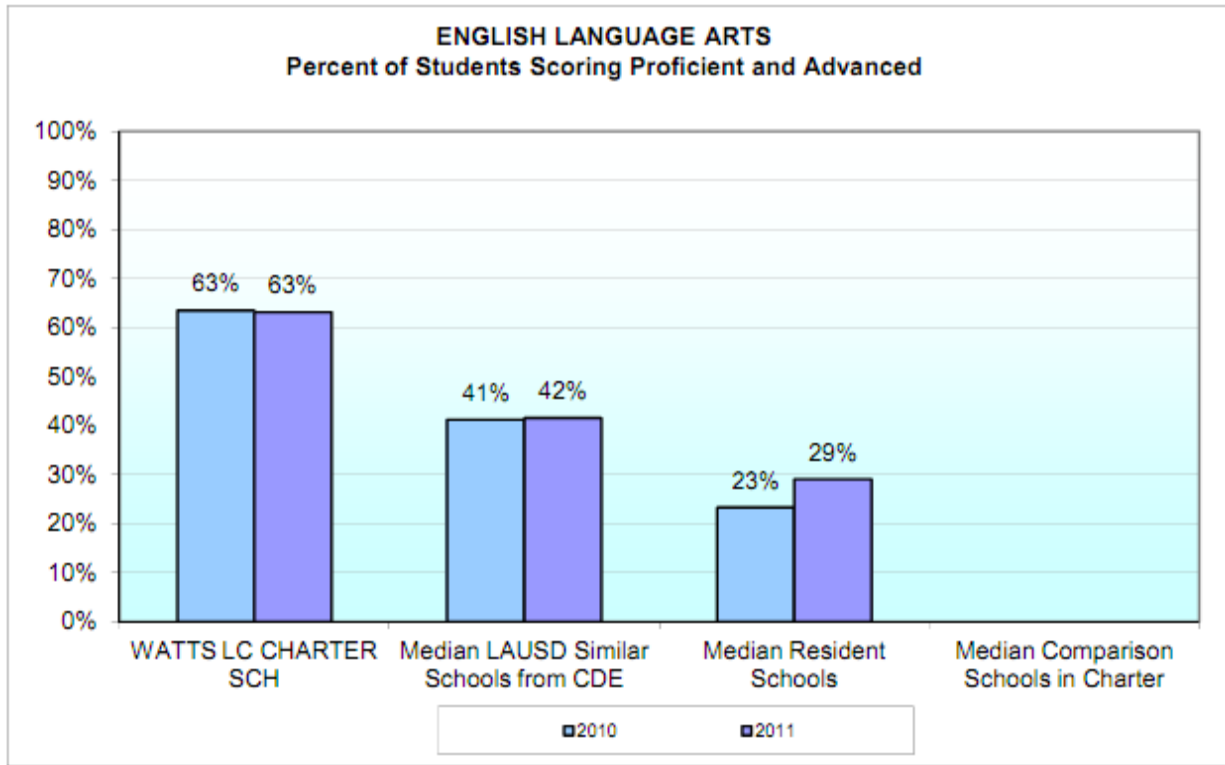
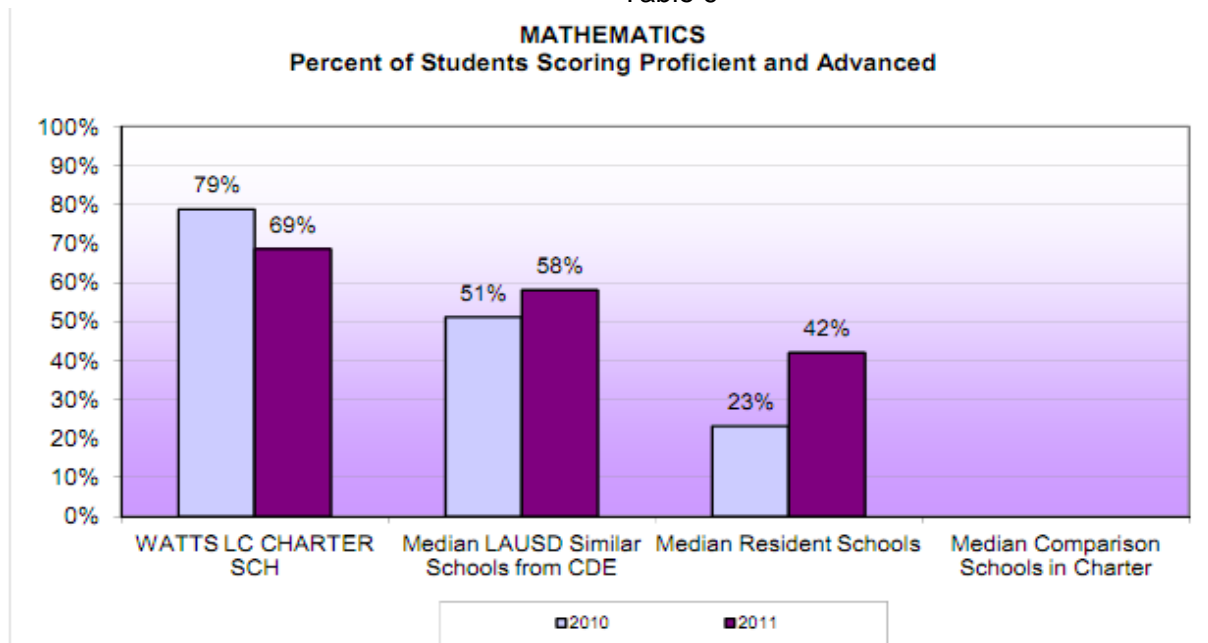


Table 9



To reach our goals WLC has focused on excellence in five major areas:

1. Employment of a **talented staff** that shares a common vision, works collaboratively, and is committed to the school. Most of the teaching staff has been with the school for an average of 7 years.
2. A **standards-based instructional program** rather than program driven. Teachers are at various stages of development in their abilities to design standards based lessons. However, the process of collaboration within and across grade levels, along with continuous professional development has resulted in incremental improvement for all teachers.
3. Regular formative and benchmark **assessments** to inform instruction. Since our last renewal, we have come a long way in this area as well, though there are areas where improvement is needed. These include more pretesting before beginning a unit or a series of related lessons; the use of more constructed responses to assess objectives; and the implementation of a system of record keeping that more carefully documents the mastery of objectives. We are currently using Data Director, a Houghton Mifflin Company system. We are planning to use Data Director's assessment banks, The Assess2Know Benchmark items, and as well as The Assess2Know Classroom item bank. We plan to implement the benchmark testing this school year 2011—2012 and both the benchmark and the class assessments 2012-2013.
4. **Focused professional development** designed to improve instructional practices. Professional development in reading, math, science, and writing has received intensive focus. A detailed description is included in **Element 1**. Our primary goals for PD are (a) all teachers will **administer and interpret screening and monitoring assessments** designed to document students' needs and their achievement of both academic and social goals and objectives. (b) **Increase teachers' knowledge of reading** and language arts and math content. (c) **Improve instructional practice** by having teachers design lessons/activities based on how the students learn (developmentally appropriate) focused on students' needs, and classroom problems. This process is facilitated by common planning and teaming.
5. **Sound fiscal management** that has allowed the school to maintain a robust core and enrichment program in the face of decreased funding. This has meant freezes in raises for all personnel, delayed investments in a new language arts program and the purchase of computer-based assessments. We have, however, developed sources for grants and benefactors to supplement our program.

DESCRIPTION OF CHALLENGES FROM THE LAST TERM

There have been many challenges as we made progress toward our vision and mission. Paramount among these was finding a facility, a place we could call "home." From the one room bungalow, we subleased classroom space at what was formerly a girl's high school. When that lease ended, and could not be renewed, we were left without a facility. Both Board members and parents searched for a new location and found a Baptist church with classrooms and space for portable classrooms. The Board negotiated the sale of the church property and started a Capital Campaign to build a new state-of-the art 9 classroom facility on the corner of 95th Street and South Broadway. Raising the funds for the construction project was a special challenge because charter schools did not have a track record in the lending market. With our length of successful operations and fiscal record of accountability, we secured a mortgage with a donation of \$750,000 from the Weingart Foundation, \$250,000 from the Parsons Foundation, \$250,000 from the Ahmanson Foundation and many others. This led to the completion of phase I of our plan. Phase II was approved for another seven (7) classrooms which would replace old structures currently on the property and add a library and multi-media center. The current state of the economy has slowed our development but we continue to look forward to the development of our new buildings in Phase II. We have overcome our biggest challenges by means of fiscal discipline and prudence and high academic achievement.

DESCRIPTION OF THE VALUE ADDED TO THE DISTRICT BY THE EXISTENCE OF THE WATTS LEARNING CENTER

There is a great measure of value added to the LAUSD by the existence of the Watts Learning Center. It is very clear that the existence of the Watts Learning Center has benefited the Los Angeles Unified School District by choosing to serve a student population located in South Los Angeles where high academic achievement was generally believed to be unattainable. In meeting and exceeding the California goal of 800 for the Academic Performance Index, WLC improved the average achievement score for Los Angeles by improving student scores that were historically among the lowest in the city. More importantly, the community served by WLC has benefited by a caring and nurturing environment and school governance structure that has the ability to tailor an educational program to the special needs of its students and their families. Students benefit and are better off at WLC than they would have been in other neighborhood school as indicated by achievement levels being consistently higher than other neighborhood schools. WLC brings teaching methods that explain, demonstrate and inspire student learning. WLC additionally has provided opportunities for international travel for students, parents and teachers in a shared learning experience as they prepare for the 21st century. Two trips to West Africa, two to South Africa, and one to Egypt in 2010-2011, have served to enhance students understanding history, different cultures, different languages and on and on. Further, the travel helps students develop an authentic self-identity as their view of the world is greatly broadened.

AFFIRMATIONS AND ASSURANCES

Watts Learning Center Charter School shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.

In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

ELEMENT 1 – DESCRIPTION OF EDUCATION PROGRAM

This section addresses section 47605 (b) (5) (A) of the charter school law, which requires:

“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 life-long learners.”

- The address of the WLC is: 310 West Ninety-fifth Street, Los Angeles, CA 90003
- The phone number of the WLC is: 323-754-9900
- The contact person for the WLC is: Cordiya Butler, Director
- The term of this charter shall be July 1, 2012 to June 30, 2017.
- The grade configuration is Kindergarten, first, second, third, fourth and fifth grades (K—5)
- The number of students in the first year will be 350
- The grade levels of the students the first year will be K—5.
- The scheduled opening date of the Charter is August 13, 2012.
- The admission requirements include: Students of any sex, race, ethnicity, or religion including those with disabilities that meet the minimum age requirements and are residents of California.
- The operational capacity will be 400
- The instructional calendar will be: 180 days.

BELL SCHEDULE:

- Monday, Tuesday, Thursday, Friday: 8:00 a.m. – 2:45 p.m.
- Wednesdays, the bell schedule will be 8:00a.m —1:45 p.m.
- Extended Learning and Enrichment Monday, Tuesday, Thursday and Friday 2:45 p.m. – 6:00 p.m.
- Extended Learning and Enrichment Wednesday: 1:45 p.m. – 6:00 p.m.

If space is available, traveling students will have the option to attend.

POPULATION IN AREA SERVED

The Watts Learning Center Elementary School is located at 310 West 95th Street, Los Angeles, California 90003. According to City-Data.Com (www.city-data.com) in 2009, the estimated population of this zip code was 71,226. Thirty-six (36) percent were below the poverty level. The median household income was \$29,897. Thirty-two percent (21%) were African American and sixty-six percent (76.6%) were Latino. Thirty-seven (37) percent of persons 25 or older were high school graduates or higher. Approximately 63.4 percent of adults do not have a high school diploma. The percent having a bachelor's degree or higher is only 2.3 percent. Of the households with children under 18, forty-four percent were headed by single mothers or fathers. Thirty-six percent (36%) of residents of 90003 zip code spoke English at home.

WLC STUDENT POPULATION

Though located in an area that is predominately Hispanic or Latino, the Watts Learning Center's student population is approximately 83.4% African American. In 2009—2010, English Language Learners were 5.7% of students, in 2010—2011, 8.29%, (*CDE Website: Accountability Progress Reports, Demographics) and for 2011-2012, 15.1%. (**school site data 12/5/12) The majority of students we serve are socio-economically disadvantaged African Americans who are “at risk” of failing in school. We are guided by our core belief that all students can realize their full academic potentials when

supplied with an academically rigorous, culturally responsive curriculum taught by skillful, committed teachers in a positive learning environment. Our capacity to create and support a successful school has been documented by the success of students; our ability to retain and support a staff of dedicated teachers, and administrators; the commitment of current families and community organizations to the WLC.

Table 1

	*WLC 09-10		*WLC 10-11		WLC 11-12**	
	Enrollment	% of Total	Enrollment	% of Total	Enrollment	% of Total
Hispanic or Latino	20	5.7%	29	8.29%	53	15.1%
Black/ African-American	332	94.1%	321	91.7%	292	83.4%
Total	353	100	351	100%	350	100%

* Source CDE Website: :Accountability Progress Reports **(**school site data 12/5/12

SPECIAL PROGRAMS

	*WLC 09-10		WLC 10-11		WLC 11-12**	
	Enrollment	% of Total	Enrollment	% of Total	Enrollment	% of Total
* English Learners	11	3.1%	16	4.56	49	14
Free/Reduced **Price Meals	312	88.6%	326	92.88	322	92.0
Title I	Yes/Schoolwide	NA	Yes/Schoolwide	NA	Yes/Schoolwide	NA

* Source CDE Website: :Accountability Progress Reports **(**school site data 12/5/12

During the 2011–2012 school year, 92.0 % received free or reduced lunches. One hundred percent of students receive compensatory education.

OTHER IMPORTANT FACTORS

	09-10	10-11
Percent of students with Disabilities	8.2%	8.8%
Mobility/Stability	96	99

Source CDE Website: :Accountability Progress Reports

AN EDUCATED PERSON OF THE TWENTY-FIRST CENTURY

An educated person in the 21st century has mastered core subjects and themes essential to personal success and to the advancement of humanity. He or she is highly literate in English language arts, mathematics, science, geography, history, government, and civics. The 21st century citizen should also be fluent in several world languages and possess an understanding of other cultures and nations. This person has global awareness and, therefore, knows that everyone and everything is interconnected. S/he is able to use knowledge and skills to understand and address global problems and to work and live collaboratively with individuals from diverse cultures, religions, and lifestyles.

An educated person of this century has financial, economic, and business literacy, as well as environmental and health literacy. S/he knows how to make appropriate personal economic choices, understands the role of the economy in society, and uses entrepreneurial skills to enhance workplace productivity and career options. This person participates effectively in civic life through knowing how to stay informed and understanding the impact of “local” decisions on the wider community and world. The person who has health literacy understands the importance of proper diet, nutrition, and exercise. S/he is a critical, analytical consumer of health information using available information to make appropriate health-related decisions. Environmental literacy allows the educated person to understand

the environment, the circumstances, and conditions--population growth and resource consumptions are examples—affecting it, particularly as related to air, climate, land, food, energy, water and ecosystems.

The educated person:

- Is a life-long learner
- Effectively manages resources, and demonstrates personal qualities of responsibility, self-management and integrity.
- Is a creative and innovative thinker who can create new and worthwhile ideas and products, and solutions.
- Works creatively with others and is open to new diverse perspectives.
- Consciously seeks to analyze how parts of a whole interact with each other to produce overall results.
- Masters and uses information and communication technologies to enhance his or her work and personal life.

HOW STUDENTS LEARN BEST

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 as required in an academically rigorous yet motivational environment. 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.

Leslie A. Hart in *Human Brain and Human Learning*, states that when mastery is demanded in basic areas of learning and there are unifying themes or “grand ideas”, rather than scheduling, fragmentation of learning and emphasis on performance on tests, solid learning is expected, demanded, and achieved.

WLC VISION

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

WLC MISSION

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

PHILOSOPHY

We believe: ♦ All students can learn. ♦ Each student must be known, understood and accepted personally and academically because students are the center of the educational process. ♦ Students learn best in a safe, orderly, culturally responsive, positive, and inviting environment. ♦ Students should have competent teachers, principals, and support personnel. ♦ Parental involvement and volunteer services support and enhance the teaching and learning process. ♦ Students should have equal access to educational opportunities. ♦ Students have the responsibility to be active learners. ♦ Curriculum and instruction should meet the needs of all students. ♦ Educational experiences should enable students to communicate effectively, solve problems competently, think critically and creatively, and act responsibly. ♦ Education is the shared responsibility of home, school, and community.

GOALS

Our primary goal is to design and implement an educational program that results in measurable social-emotional growth and a high level of academic success for ALL students. The ultimate goal of learning is language development that allows students to perceive, describe, and interpret their experiences. When these abilities are well developed in a safe and supportive learning environment, students will become life-long learners who have learned how to learn and of course to think critically. Individuals who have learned how to learn can more readily adapt to new environments and have many obvious advantages over those who do not acquire this level of metacognition. They know that learning requires risk taking, problem solving, effort and commitment. At the **WLC**, these qualities are developed by providing a rigorous, data driven, standards-based instructional program that focuses on and integrates core academic areas. Because language serves as the mediator for higher cognitive functioning; the deliberate use of effective language development strategies in all academic areas helps students to develop their abilities to express (speak and write), receive (read and listen) and process (think about) experiences or information.

Watts Learning Center will continue its commitment to these goals:

- Prepare students to be productive citizens in the 21st century through a flexible and evolving instructional program based on research.
- Develop the literacy of its students in core academic subjects through an integrated curriculum.
- 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 and implement 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 WLC stakeholders.
- 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 WLC parents in the education of their children.

A TYPICAL DAY AT THE WATTS LEARNING CENTER

On a typical day at the Watts Learning Center, a visitor would see a high adult to student ratio throughout the day. Caring adults helping to maintain discipline and teaching fair play would be obvious. Starting at 7AM and ending at 6PM, the student day includes a rigorous curriculum being taught with an emphasis on the state content standards that are skillfully taught by highly effective and responsive teachers. A visitor would see fully engaged, happy, self-confident students that are eagerly learning in the classroom and at play. The core values of **achievement, commitment, community, respect, acceptance and integrity** should be seen in the behavior of all involved at the Watts Learning Center.

CURRICULUM AND INSTRUCTIONAL DESIGN

Our primary goal is to design and implement an educational program that results in measurable social-emotional growth and academic success for ALL students. Our efforts are focused on creating instructional program coherence (IPC) which F.M. Newman et al., 2001 define as *a set of interrelated programs for students and staff that are guided by a common framework for curriculum, instruction, assessment, and learning climate, and are pursued over a sustained period of time*. The curriculum is aligned with the California's content standards in reading and language arts, English language development, science, history-social science, health, visual and performing arts, and physical education. California's Frameworks for each content area, instructional materials (core and supplemental), students' performance on various assessments, and the knowledge of highly

experienced teachers, and leadership inform decisions about the pacing and scope and sequence of each core subject. The WLC Instructional Program includes:

- Language Arts – Reading, Writing, Listening and Speaking
- Mathematics
- History/Social Science
- Science
- Visual and Performing Arts
- Health and Physical Education
- Technology

The core subjects are reading and language arts, mathematics, science, and history/social science, visual and performing arts. State adopted textbooks and materials along with supplementary resources and teacher-created units are used in the design and delivery of instruction.

WLC teachers are expected to develop thoughtful, creative lessons that are designed to effectively engage students in learning skills, vocabulary, procedures, concepts, and subject matter content. These lessons will use some or all of the elements of lessons from adopted core text. *But more importantly, they are based on the standards, and focused on meeting each student's needs.*

The lesson design includes: □ clear goals and objectives that provide appropriate challenges for all students and are based on assessments of skills, and topical content. Teachers also use □ materials that have flexible formats to support all students' learning □ differentiated and small group instruction, □ scaffolded learning activities and experiences that use multiple modalities. They also integrate subject matter, the arts, and culturally relevant content. The language used in the classroom is designed around the principles of language acquisition (comprehensible input, receptive and expressive responses, verbal rehearsals, and deep discussions). Teachers check for understanding, and provide guided and independent practice and insure closure and consolidation of learning over time.

INSTRUCTIONAL PROCESS

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

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

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

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

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

To maintain and strengthen mastery, it is essential that previous skills, concepts and vocabulary be reused and reentered. ***Teachers use homework for maintaining previously mastered learning.***

Through on-going professional development, our teachers are perfecting the process of using questioning that focuses on sensory experiences of learning activities. One goal is to develop students' conscious awareness of the experiences so that learning is maximized. Another is to develop ***students' abilities to ask and answer their own questions about experiences***—what they feel, hear, see, smell, and taste. Students are also learning to analyze patterns so that they are able to compare and contrast what they already know to new experiences, objects, systems and patterns. ***Self-questioning helps the learner to set purposes for learning, to self-monitor comprehension, and to develop and refine new schema by constructing new concepts and new knowledge.***

CURRICULUM AND HOW IT IS IMPLEMENTED

ENGLISH-LANGUAGE ARTS

The report of the National Reading Panel (2000) identified ***the critical components of early reading instruction*** as including explicit teaching to build phonemic awareness and phonemic decoding skills, fluency in word recognition, text processing, reading comprehension strategies, oral language, vocabulary, spelling and writing skills. For many years Open Court (OCR) was the primary instructional tool for our literacy program. This included the pacing and developmental sequence. However, as our teachers have increased their knowledge and the use of more effective methods, more of them are using OCR and supplemental materials to design and implement standards focused instruction. Teaching and learning are no longer program driven but data or assessment driven. The following chart outlines the programs currently in use at WLC.

Program	Description/Purpose
Open Court Reading ©2002 <i>Published by McGraw Hill</i>	Literature Anthologies K-5—Providing thematically organized literature, lessons & activities in word analysis & vocabulary development, comprehension, literary analysis, and writing.
Word Wise © 2002, 2004, 2006 by The Literacy Connection	Linguistically based supplementary program designed to intensively teach phonemic awareness, word analysis, vocabulary, syntax and grammar using VAKT methods. Students are taught the articulation of speech sounds—vowels and consonant—when learning to read.
Reading A to Z.com	A subscription based website that providing decodable and leveled books for early emergent to fluent readers. The levels are assigned based on a comparison of attributes in Reading A-Z leveled books with equivalent books that have been assigned official levels by Fountas & Pinnell, Reading Recovery, and DRA systems. The site provides projectable books, lesson plans, worksheets, multi-level books, lesson plans for popular trade books, assessments, including forms for running records.
Raz Kids.Com	This site allows teachers to assign level books to be read on-line, in class or at home. Each book is read aloud to the student. Students can also read and record their reading, play it back and the teacher may also listen to this saved recording.
<u>Thinking Maps</u>	Published by Innovative Learning Group. Graphic organizers that facilitate the development of a common visual language that represents thinking processes, integrates learning, allows for continuous assessment of learning and thinking.
FastForWord © Scientific Learning	The Fast ForWord program develops and strengthens memory, attention, processing rate, and sequencing—the cognitive skills essential for reading intervention program success. The strengthening of these skills results in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar, and other skills necessary to learn how to read or to become a better reader.
<u>Measuring Up to the Standards –</u> <u>Language Arts</u> Published by Peoples Education	Teachers use these materials as a resource in their scaffolded lessons in ELA. At each grade level, guided and independent practice and assessment practice with an array of multiple-choice questions that assess the key California standards are valuable components

These literacy programs are supplemented by classroom libraries, listening centers, as well as a multitude of teacher-created materials and primary resources that support the development of Open Court themes and the rigorous teaching of the standards.

We are dedicated to the task of insuring that by the end of grade three, **all students attending WLC will become independent, fluent readers** who are able to read to learn and for enjoyment. To reach this goal, students must develop strong word reading skills that are essential to fluent, accurate reading. Fluent, accurate reading is crucial for good reading comprehension. **Students who have not attained this goal by grade three** continue to receive intensive interventions and appropriate accommodations in the classroom so that their vocabularies, subject matter knowledge, and conceptual development will not be hindered due to their inability to read grade level texts.

The following describes researched-based instructional practices in reading and language arts that are being implemented school-wide. Teachers are at various stages in their expertise in the use of these practices and continue to receive professional development in these areas.

- Reading language arts instruction including ELD occurs daily for 130 – 160 minutes.
- **Screening to identify children at risk of reading failure** is a key part of our strategy. All students in grades K – 1 are screened in the spring and at the beginning of the school year to identify those at risk of early reading failure. Screening assessments are administered individually and cover early reading skills: letter-name knowledge, phonemic segmentation and blending, matching phonemes, letter-sound knowledge, and spelling. At end of kindergarten and at the beginning of first grade, students are assessed on their abilities to read phonetically regular words, and selected high frequency words. As reading instruction progresses in first grade and beyond, students are assessed on their oral reading fluency. When a student fails to read passages fluently, his or her knowledge of underlying skills are assessed.
- Because students acquire reading skills at different rates, **teachers provide instruction to small groups composed of children with comparable skill levels and needs** on a regular basis. This is in addition to instruction provided to whole groups. The implementation of regular small group instruction is a strategy that is gradually becoming more systemic in all classrooms. Highly skilled teaching assistants play a very important role in this differentiation. In the ideal world, most students would only need to receive instruction in tier one (1) in the **RTI** Three-Tier Model. However, struggling students make more progress when they receive instruction in a small group where the learners and teacher are in very close proximity. As a result tier one instruction is delivered in a combination of settings that include whole class, small homogeneous groups, small heterogeneous groups as well as individualized attention. Small group and individualized instruction allow the teacher to be closer to the learner, creating positive connections with the group and each member that increase and accelerate learning. This closeness allows the teacher to more closely monitor students and to provide truly responsive teaching. It also allows students to see the details of what they should be attending to, i.e, the teacher's mouth when learning sounds, the order in which the letters that make a word are blended, the spaces between words and a multitude of skills that contribute to skillful reading. Often a few weeks of this type instruction in the early part of the year is sufficient to allow students to keep pace with tier one students. This approach is used primarily for skills and concepts related to word analysis. Instruction related to reading comprehension and literary analysis standards often occurs in larger groups but primarily for students who are making adequate progress in acquiring these skills in that grouping. The small group approach also allows students who have more highly developed readiness in reading and language to make even faster progress in reading.
- A **VAKT** (visual, auditory, kinesthetic, tactile,) approach is used in phonemic awareness instruction. All students learn to use their hands and bodies while they segment words, blend sounds, count sounds, create rhymes, delete sounds, add sounds, count and analyze syllables, etc. The alphabetic principal is further developed using blocks and counters prior to using letters. Teachers always begin with simple syllables with young children and students who have difficulty with the co-articulation of beginning blends and ending clusters (complex syllables). For example:

The /k/ sound in **cat** is not the same as it is in **act**. In fact, an English speaker does not voice this sound but pauses when the back of tongue touches the roof (hard & soft

palates) of the mouth. In words like **hand**, **mint**, **thank**, **lamp**, **inch**, etc, the ending clusters are difficult for many readers and spellers to perceive because the place of articulation overlap. Consonants blends also present many problems. We, therefore, emphasize the manner of articulation of the consonants and the shape of the mouth and the position of the tongue for vowel sounds so that students have sensory, motor cues rather than just sounds as they learn beginning and advanced decoding and encoding skills.

- It is important to note that the **VAKT** approach to analyzing words allows students to process words in a consistent manner and yet the procedures are highly flexible and transportable. **Students learn to use the procedures independently and are able to tutor their peers.** They form the core approach (anchor) for analyzing patterns (cipher knowledge), segmenting, blending, and spelling all words including irregular high frequency words and tier two, and tier three words.
- **The use of picturable nouns and actions as prompts in almost all lessons supports language acquisition for ELL and SEL students.** These students tend to confuse words that are similar in pronunciation. Louisa Cook-Moats refers to these as acoustic approximations.
Examples: shock/shark: shallow/shadow; continent/consonant.
- Though we still use the OCR Wall Cards, we found that students were not discriminating syllable patterns. They were not firm in reading and spelling the vowel teams and applying these to novel words. Our program now develops students' abilities to use the **six basic types of syllables to decipher words. These patterns are taught early, explicitly, and consistently** to avoid the over-learning of short vowel patterns and confusion and miscues created by a lack of skill in discriminating between patterns. The basic syllable types are consistent patterns that exist in the English writing system. Students learn the patterns by underlining the vowels, marking the consonants that follow the vowels, reading the rimes in words based on the pattern, sorting words, and finding examples in various texts including decodable text. These patterns have not been systematically taught in any basal reading programs in recent use. We have not examined newly adopted text to determine the efficacy of word pattern instruction.
- Students also learn a more elegant technique for **analyzing and reading multi-syllabic words** that is based on the types of syllables. This strategy is taught to help students to chunk syllables. Using direct instruction, students learn how to mark the vowels, and cluster the consonants around the vowels to divide the words so that they can be read. Pseudo words and many scholarly words are used to teach the skill so that students develop confidence in its usefulness and their facility with it. This approach is taught in the **Word Wise Program**.
- **Vocabulary instruction** is also direct and builds on students' abilities to decode words. **Teachers provide direct instruction of both tier one and selected tier two words** (Beck, et al) that are organized conceptually. **Examples:** Words that describe or related to □ feelings, □ position words □ color □ size □ value or importance □ movement □ speed □ power/strength, etc. Words can of course be classified in many ways but this approach help students to develop a schema that can be used to store an increasingly dynamic vocabulary. When teaching vocabulary, the teacher provides comprehensible definitions, and uses the words in rich context. The teacher guides the process called Hear! Say! See! Read! Write! Students repeat, analyze, read and write each word multiple times. In addition, the students repeat sentences, complete oral sentence stems, show receptive understanding of words before independent expressive use. **TPR (total physical response) and pictures are often used in the process especially with ELD levels one and two students.** Students develop personal thesauruses containing synonyms and antonyms and words are placed on word walls for use by the students. Teachers also use a variety of activities and games played with small groups or the whole class to reinforce the mastery of words. **This type of instruction is highly effective for all learners including SEL's and ELL's.**

Most students have far more difficulty with **reading comprehension** of informational text than with

literature of a similar readability. The reader must be able to accurately **identify the topic** of a passage or paragraph in order gain literal and inferential understanding about the **main ideas and details** conveyed in the passage. The ability to identify main ideas and details is improved when the reader can identify the similar subtopics shared by topics in a specific category. **Example:** Animals, famous people, non-living substances, an event, a war, a country, sports, a societal problem, etc. The reader who understands that similar topics will share similar main ideas and details have the schema (mental pattern) to anticipate and remember content of passages read but can also plan and write in a more focused manner. Our instructional program provides scaffolded activities designed to foster the development of these important concepts. This is primarily done by guiding students as they create questions about similar topics in a category. **The strategy is called Questioning the Topic.** Graphic organizers, such as the Tree Map® are used to record and organize the questions. They are then ready to listen to or read various passages that give details about a particular topic or subtopic. **Closely related to this is the skill of turning questions about similar topics into headings, subtitles and topic sentences and main idea statements.**

- For example, questions about animals would include: □What does it look like? What are its physical characteristics? □ What is its habitat? □ How does it reproduce? □ What is its life cycle? □ How does it rear its young? □ How is it useful to people? □Where is it in the food chain?
- Most students make adequate progress using our small group instructional model for word analysis and vocabulary development. Students that are struggling receive additional instruction provided by a classroom teacher or highly skilled teaching assistant 3 to 5 times weekly for 15 to 30 minutes. Progress monitoring is weekly to bi-monthly depending upon the group of students. Students who have severe deficits receive additional **daily**, small group intensive instruction for 30 to 45 minutes. This **Tier 3** instruction is provided by a resource specialist or reading teacher. Instruction is in addition to the core reading instruction.
- The Watts Learning Center uses multiple strategies to encourage and facilitate the love of reading and literature. ALL teachers are required to read stories and poetry to their classes regularly. Daily is the preferred frequency. Students are required to read at home daily for 30 minutes with their parent or guardian. Additionally, there are multiple reading incentive programs such as: *Read to Achieve*, *Winter Reading Competitions*, Spring Break and Summer Reading Incentives. Teachers have also developed “Reading Buddies” – a cross age reading for pleasure program where fifth graders and first graders take turns reading to each other.
- Students also use technology to develop and enhance reading skills. The FastForWord program and RAZ kids, e-mail, computers and audiovisual equipment—projectors, document cameras, and web cameras.
- During *Camp Learn* (Summer School), *Saturday School*, *Winter School* classes and after school tutoring programs, OCR, **Word Wise**, **A-Z Reading**, **RAZ Kids** are the primary tools for instruction. These programs are designed to assist struggling readers through intervention activities tied to key grade level standards or to provide enrichment opportunities for students working above grade level.

WRITING INSTRUCTION

At the same time that we have made substantive changes in the way word analysis, vocabulary, and comprehension are taught, we have also improved writing instruction. **Teachers are connecting reading and writing across the curriculum.** There has also been increased focus on the careful development of writing tasks and standards as identified in the ELA Framework by teachers at each grade level. This increased focus will improve students’ performance in language arts—especially in reading comprehension and writing strategies. Teachers are now using rubrics that are genre or task

specific and writing portfolios. The methods used are based on some key findings of reading/writing research as summarized by Dr. Kate Kinsella of the San Francisco State University.

- Reading widely and regularly contributes to the development of writing ability.
- Good writers were read to as children.
- Increasing reading frequency has a stronger influence on improving writing than does solely increasing writing frequency.
- Developmental writers must see and analyze multiple effective examples of the various kinds of writing they are being asked to produce (as well as ineffective examples); they cannot, for example, be expected to write successful expository essays if they are primarily reading narrative texts.

Three instructional practices are necessary for effective writing instruction (direct instruction, modeling, and practice). The following describes some of the key school-wide instructional practices used to teach writing.

- First students are taught to make **visual notes** (pictures and labels) that record what they read. **Visual Note Taking** is a **Universal Access Strategy** that students are taught early in the school year. The teacher first models how to create the Visual Notes. *It is important to point out that this procedure helps students to engage more fully with the text and also to more readily tap background knowledge.* Next, the teacher models how to use the notes in summarizing or retelling stories, and summarizing or paraphrasing informational text using the **oral composing (narration)** strategy. This step is first purely oral. After the teacher models, students are guided as they practice the oral retelling or paraphrase. This supports ALL learners in learning to express themselves orally and to think more deeply about what they are learning from reading or from the experience.
- **Students are taught to write their retelling or paraphrase.** This is also carefully modeled by the teacher. Early kindergarten and first grade students dictate the sentences to the teacher as they are written on a chart. This step allows the teacher to teach *concepts of print* as the students' own words and sentences are recorded. Because students have previously practiced the retelling or paraphrase, their language is more natural and complex than it would be without this practice.
- **Students are taught to use self-questioning (Questioning the Topic, and Questioning the Story)** to guide and monitor comprehension. As a result, students are learning to ask and answer their own questions. This procedure leads to more careful reading, increases students' understanding of text structure, encourages focus on the big ideas and in the process develops schema. **Questions are also used in the writing process in pre-writing, drafting and revising.** Over time through modeling and direct instruction, students learn how to stay focused on the "big idea" questions they are writing about during drafting. And because they've been using this approach in reading comprehension, they more readily learn how to revise—adding, deleting, or moving details to support main ideas. This has contributed significantly to improvement in performance on assessments of comprehension and writing strategies.
- **Students are taught to write to prompts focused on the writing tasks for their grade.** Teachers develop the prompts collaboratively. In grades three and above they are modeled after those used by California to assess writing in grades four and seven. We have pushed the writing of narratives, and the summary of an article writing task down to second grade. The response to literature task is now done at grade 3. This means that students enter grade four having knowledge of the writing forms that are assessed at that grade.
- Other important improvements to the writing program include:
 - All Teachers are doing baseline writing assessments.

- Rubrics are genre and writing task specific.
- Teachers are using or creating models for each writing task and are using these along with guided writing to model the writing skills, strategies, and conventions.
- Writing is done over time. Most tasks are allocated 4 – 5 weeks
- Most teachers are keeping well-organized portfolios. Our goal is that all teachers will implement this practice so that it is a well-implemented, school-wide practice.

ENGLISH LANGUAGE DEVELOPMENT- ELD

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

For purposes of NCLB Title 3 accountability, English Learners will meet or exceed the federal and state AMAO targets—specifically ensuring that for (AMAO1) the ELs who scored at the Beginning, Early Intermediate, and Intermediate levels the previous year gain one performance level per year. ELs at the Early Advanced or Advanced level, who are not yet English proficient, achieve the English proficient level on the CELDT in the following year. And ELs at the English proficient level maintain that level. (AMAO2) The percentage of English Learners in language instruction for less than five years attain or exceed English proficiency targets established by the State Board of Education (SBE); and the percentage of EL's in language instruction five or more years meets or exceeds (SBE) targets. (AMAO3) EL's meet the AYP participation rate and percent proficient targets in ELA and mathematics for the EL subgroup.

The goal of the school's ELD program is to provide consistent and effective, rigorous second-language acquisition instruction for English Learners (ELs). Standards-based ELD curriculum, instruction and assessment are aligned to the language arts skills necessary for ELs to participate successfully in the core program. The use of the California English Language Development standards assures ELs are given the opportunity to demonstrate measurable progress toward the development of 1) receptive language skills (listening and reading) which are critical for accessing information, and 2) expressive language skills (speaking and writing) essential for communicating, learning and reflective thinking.

To facilitate instruction, all ELs at each grade level are clustered within in one or more classrooms at each grade level. There are **two clusters** of ELD students in kindergarten, and one cluster in each grade one through five. ELD lessons are in addition to English language arts lessons.

Each cluster is taught **by a CLAD certificated teacher for a period of not less than 30 minutes daily** using a variety of materials including the OCR ELD Guide. On-going examinations of ELD assessment data by grade-level teams support ELD teachers as they plan and deliver lesson that target the diagnosed linguistic needs of English Learners.

English learners often lag behind their native English speaking peers in reading achievement. This is generally not the case here at WLC. Our experience has confirmed research findings that English learners can learn to read in English at a rate comparable to native English speakers. Therefore, **all ELs are taught to read in English from their first days of school**. Students are screened and their progress closely monitored. Reading intervention is provided during school and after school. They also receive intensive direct instruction and participate in experiences designed to teach basic vocabulary and academic English. Our instructional program for English Learners also provides access to the core curriculum through **pecially designed academic instruction in English (SDAIE)** and occasional primary language support by teachers, assistants, and peers. These practices help students to develop higher levels of fluency and provide access to the grade-level content standards in English language arts, mathematics, science, social studies, and other subject areas. Also, please see the earlier discussion about our use of **Visual Notes**. This procedure is highly effective with EL's.

While our priority is that all instruction is highly effective, there is the recognition that English Learners who are not progressing through one ELD level per year receive **additional and extended learning opportunities** to assist them in meeting reclassification criteria and to achieve benchmarks.

Multiple assessment measures used to monitor ELD progress include: examination of daily work, performance tasks, textbook assessments, teacher observation, ELD portfolios and the annual California English Language Development Test (CELDT).

MATHEMATICS

Our **primary goals** for mathematics instruction are that every student develops a high degree of **mathematical fluency** and each is able to **pursue** successfully **advanced courses in mathematics** in high school and college. Mathematically fluent students possess a solid understanding and command of computational and procedural skills; use mathematical reasoning to solve mathematical problems; communicate precisely about quantities and logical relationships using mathematical symbols and terms; analyze evidence to support or refute hypotheses; make connections between mathematics and other disciplines; and apply mathematics to everyday life.

Sixty minutes (60) minutes daily are allocated to Mathematics instruction. Teachers use a variety of teaching and grouping strategies, including whole group, cooperative and small group.

In 2008, we **adopted the Singapore Math program** and began implementing it in grades K—2. Since then, a grade level has been added each year and all grades are now using this program. All teachers have received initial staff development and on-going professional development that address the content and pedagogy in **Singapore Math**. Teachers supplement the program with teacher created materials, manipulatives and games. Compared to more traditional core math programs, Singapore math is more streamlined. However, it absolutely addresses all of the standards at a very high level. The 2005 AIR study that compared traditional U.S. textbooks with Singapore's found "*Singapore's textbooks build deep understanding of mathematical concepts while traditional U.S. textbooks rarely get beyond definitions and formulas.*" Singapore Math's reputation as a program with content and methods that result in high academic achievement was the primary reason the school adopted this program. *The following highlights key methods emphasized in Singapore math:*

- ♦ **Number sense** is a student's overall understanding of numbers and their relationships. Singapore math approaches this differently from traditional programs with more depth and intensity. Everything from place value instruction to computational strategies, simple word problems to algebraic equations, and everything in between are systematically presented. We find that Singapore Math takes number sense to the *next level*, integrating and reinforcing it at every level of math instruction—from early addition all the way through calculus in its secondary program. How does it do this? By teaching students to go from concrete representations to pictorial representations to abstract representations. Gradually the scope is expanded—moving to bigger numbers and pictorial representations using counting or grouping. Finally, students move to abstract representations—like writing the numerals and using them in equations—that rely heavily on number sense that may employ it directly or indirectly.
 - For example, first students are taught to identify 10 with manipulatives like beans or blocks. Then they practice breaking 10 into all the combinations that make it up ($1 + 9$, $2 + 8$, etc.). They'll soon be able to *decompose*, or break apart, lots of number into their parts. At the same time, they learn what numbers are nearby as counting and estimation are integrated.

With solid number sense, students have a better base for understanding everything—from a digit's place value in a number to how fractions are parts of wholes to the way decimals embody the same concept in a different form. They can also do computations with more ease because they can decompose and understand the numbers.

- ♦ A consistent semi-concrete, anchor **method or strategy called bar modeling is used throughout the program**. The secret behind model drawing is that it gives students a concrete, reliable set of seven steps that they can use to solve 80% of the word problems they encounter. They won't have to memorize 20 different techniques and know when to use them. Instead, they learn the steps:

1. Read the problem.
2. Identify the who and what variables.

3. Draw a unit bar or unit bars as a base. This is the visual representation used in the problem, and it helps students stay grounded in what they're solving for.
4. Adjust the unit bar or unit bars to represent the who's and what's.
5. Place a question mark around or next to the thing we're solving for.
6. Do the computation.
7. Write the answer in a complete sentence.

Model drawing gives students some context for solving word problems, and it also asks students to employ number sense, place value understanding, and computation skills at the same time.

- ♦ Finally, ***another powerful strategy is mental math***. In this program, students receive a lot of training in *mental math*, where they learn how to transition from doing math on paper to doing it in their minds. The benefit is that they can eventually solve math problems much quicker and easier because it becomes automatic in their minds. With mental math drills, students practice computational strategies until they transfer those skills from a paper and pencil drill to a mental skill.

- For example, a fourth-grader can easily solve 125×6 in his or her head as a result of steady mental math drills. Students do this by breaking numbers into manageable pieces using the distributive property
 1. Start with the big chunks: $(100 \times 6) + (20 \times 6) + (5 \times 6)$.
 2. Then $(600 + 120 + 30)$.
 3. Next, we have $(700 + 50)$. That's a total of 750.

When number sense, model drawing, and mental math are put together, we have a winning curriculum. All three components of Singapore Math provide us with dynamic computational strategies that help students connect the problem they're solving to a greater number sense. Whether we're using number sense to understand a computation better, model drawing to make sense of a computation, or mental math to solve, the computational strategies are the real-world applications of this curriculum.

We have also implemented the **Mind Institute's** unique math education process that engages the learner's spatial, temporal reasoning abilities to explain, understand, and solve multi-step problems. This innovative visual approach teaches math concepts using a game that engages students who have struggled with conventional approaches in math and learning. It also reduces the language barrier to learning math, and thus will reach students at every level of language development and academic proficiency.

Assessments used to inform instruction include: trimester benchmarks, periodic progress monitoring, bi-weekly/weekly formative assessments; diagnostic assessments and examination of student work and student behavior – includes portfolios and checklists.

HISTORY-SOCIAL SCIENCE

The history-social science curriculum is based on the History-Social Content Standards for California Public Schools. The WLC will continue to use **Adventures in Time and Space** by McGraw Hill Publishers to implement the course of study for each grade level. This series weaves historical and social sciences' analysis skills into content instruction while technology-based resources provide individualized student access to biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts which foster deeper student understanding of historical events as recommended by the *History-Social Science Framework*. The teaching of history is integrated with the humanities and the other social sciences. Additionally, activities and lessons correlate and integrate the language arts, science, and visual and performing arts curricula.

- The history/ social science curriculum emphasizes big idea concepts, beginning with the whole, and then developing an understanding of the parts that make up the whole. Teachers use their curriculum maps to ensure that they are addressing key curricular content standards. Most important is the mastery of geography skills as well as the development of timelines to help students to represent the abstractness of time.
- ***At every grade level, students learn that all people have a history and culture.*** The ***Questioning the Topic*** strategy described earlier is used in the process of developing the “big Ideas” in this content area. In the process students learn about and begin to understand the likenesses and differences in cultures in our local communities and in distance lands by learning about the home life, economic systems and resources, their history, government and politics, religion, science, education, sports, music, folk heroes, legends, values, communication norms, beliefs and traditions. By exploring representative examples of a group or nation’s literature, visual art, music, and dance, the students will develop the basic concept that these arts reflect the culture of that group of people.
- Instruction focuses on in-depth knowledge of a few well-selected topics. This results in the development of big concepts and generalizations that serve as the framework for future learning. Teachers on each grade level also develop integrated, culturally relevant hands-on projects. Projects require the exploration of a rich array of texts and media, and the creation of end products that demonstrate the information and big ideas learned. The projects developed by each student represent his or her individual interests and preferred mode of expression while at the same time demonstrating his or her understanding of the concepts, generalizations, and information.

SCIENCE

The science program is based on the Science Content Standards for California Public Schools. Teachers focus on grade-specific units of study addressing the content of the elementary standards: physical sciences, life sciences, and earth sciences. The careful planning of units within and across the grades ensures that students are provided balanced science instruction. Selected materials from FOSS (Full Option Science System) are used to fulfill the scope and sequence of the state framework. The following materials are also used as instructional resources in science:

1. Delta Education’s FOSS Textbooks are used at grades 3 – 5
2. Leveled readers that are correlated to the FOSS Kits
3. **Measuring Up Science** Standards, published by Peoples Education, Saddle Brook, New Jersey, supplemental instructional materials, and formative, and benchmark assessments for tested standards.
4. The educational online program, **Zingy Learning** is used by students in grades 4 and 5. Science is taught using an innovative animated program that both entertains students and demystifies scientific concepts. Lessons are aligned to the standards and

there are quizzes for each unit. This program was created by a group of scientists and science teachers.

Our program develops students' command of the academic language of science used in the content standards, and includes the teaching of investigation and experimentation skills along with direct instruction and reading. Teachers instruct students in the scientific method of problem solving and critical thinking through observing, questioning, classifying, inferring, assessing and concluding. Science instruction includes:

- The assessment of **students'** prerequisite knowledge to monitor student progress, and evaluate the degree of mastery of the content called for in the standards. Lessons include embedded unit assessments that provide formative and summative assessments of student progress. Teachers and administrators regularly collaborate to improve science progress by examining students work.
- Multiple instructional strategies, such as direct instruction, teacher modeling and demonstration, and investigation and experimentation. These strategies help teachers capture student interest, and provide bridges across content areas.
- The use of **technology** and scientific instruments so that students imitate methods of scientists. Teaching science by using technology is important for preparing students to be scientifically and technologically literate.

OTHER SUBJECTS

VISUAL AND PERFORMING ARTS

"Arts education offers students the opportunity to envision, set goals, determine a method to reach a goal and try it out, identify alternatives, evaluate, revise, solve problems, imagine, work collaboratively, and apply self-discipline. As they study and create in the arts, students use the potential of the human mind to its full and unique capacity."

Visual and Performing Arts Content Standards, January 2001

The visual arts program at the WLC is based on a blending of the California State Content Standards for the Visual Arts with all other curricular areas. The WLC's program emphasizes the integration and development of visual arts into the various Open Court themes.

The arts are also integrated into the instructional program in social studies, language arts and science through drama, visual arts and music. In addition, the after-school program offers classes in dance, visual arts and music.

MUSIC EDUCATION

The WLC believes in the importance of the arts, in particular music and will continue its commitment to arts education: For several years, a music teacher provided weekly music instruction based on the Music Standards for each grade level. At this time, because of limited resources, this instruction no longer occurs. Our intention is to implement this type of instruction again. In the mean time, many teachers use songs and instrumental music to develop an appreciation of various types of music including, folk, popular and classical.

PHYSICAL EDUCATION

Using the Physical Education Model Content Standards for California Public Schools as the basis of instruction, physical education will continue to be scheduled for all grade levels to include 200 minutes of physical education every ten school days as per state guidelines. Specific skills and activities will continue to be planned by our Physical Education teacher, in collaboration with the general education teachers, administrators, and paraprofessionals.

The Physical Education program is developmental, and articulated among grade levels. Students learn and apply planned movements, exercises and basic motor skills on a regular basis. Teachers relate physical education to other disciplines and create a clear link between wellness and physical

fitness. The curriculum provides opportunities for students to learn the rules and skills to play organized sports and develop good sportsmanship skills.

The objective of the health and physical education program is to have students understand the connection of a healthy mind and a healthy body. Yoga is one of the core components of our physical education program that cultivates this connection. As children become aware of their bodies, they are building their self esteem to help them to make appropriate decisions for a healthy lifestyle, disease prevention and risk reduction.

To support the goals of maintaining and improving the physical, mental, and overall well being of all students, in addition to the continued implementation of the physical education standards, the Watts Learning Center has developed *Wellness Policies on Physical Activity and Nutrition* according to federal guidelines. The plan promotes active physical participation by all students and healthy food choices throughout the school day and holds all stakeholders responsible for insuring that the full intent of the guidelines are met. Physical Education is not a core subject.

TECHNOLOGY

Rather than a subject in and of itself, learning to use technology can best be accomplished as a direct result of effective academic instruction. As students research, investigate and explore various Internet sites or utilize the variety of technology tools that the WLC has made accessible in all classrooms, students become highly proficient, comfortable and confident in their use of technology and readily master the national technology standards at each grade level. As such, instruction in the technology standards will continue to be integrated into all academic content instruction.

Technology is being integrated into the instructional program in many facets. There are at least three to four desktop computers in each classroom. Also, the WLC has two mobile MAC labs that service up to twenty-one students each. The entire school is networked to further facilitate internet access. Many documents including: report cards, data on formative and periodic assessments, and teacher evaluations have become computer based to increase efficiency.

A Technology Coordinator continues to work with teachers by developing professional development for teachers to integrate technology into their daily lessons. Each teacher has a MAC Book computer, a document reader and projector. Some classrooms are equipped with Smart Boards. There is also a computer lab and technology assistant. FastForWord, Mind Institute, RAZ Kids, Reading A to Z are currently being used to supplement the language arts program.

PACING THE INSTRUCTIONAL PROGRAM

Planning the pacing of the instructional program encourages grade level collaboration among the teachers and promotes the teaching of grade level standards to all students. Therefore, teachers on each grade level work collaboratively to plan the pacing of standards and make decisions about the use of core and supplemental resources to teach and reinforce the standards. Pacing plans provide teachers with a comprehensive guide for program implementation and a means to analyze the progress of instruction both on grade level and school wide.

The plans developed for language arts and mathematics provide teachers with a comprehensive guide for implementation of the programs throughout the school year. The plans are constantly reviewed and updated by the grade level on a regular basis during grade level common planning to insure that they are meeting the needs of the students. Common planning includes looking at students' work and assessments to adjust pacing, and to plan reinforcement, re-teaching, and enrichment. The Instructional Coaches and the Director monitor the progress of the pacing and overall progress is reported to the Board of Directors on a regular basis by the Director.

In reading and language arts, the Open Court Reading program is still used as the focus for the development of thematic units of study that integrate science, social science/history, technology and the arts. The Open Court pacing plan provides a schedule for periodic end of unit assessments every six to eight weeks.

The Singapore Math Program provides weekly and periodic assessments every six to eight weeks as well as re-teaching and challenging activities or tasks.

EXTENDED LEARNING

BEFORE AND AFTER SCHOOL

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

The extended learning program is coordinated by the STAR program. The STAR Education Program has proven results in improving test scores through innovative programs and providing enrichment for life long success. The literacy support program is designed to support reading skill development, supporting acquisition of grade level standards, including vocabulary development, comprehension skills, and reading fluency. The STAR Math Plus Program provides students with the opportunity to develop grade level math skills and problem solving skills.

The before school program provides students with healthy breakfast. The after school program provides daily academic support in homework, reading, language arts and mathematics, daily enrichment classes, and a healthy after school snack. The regular instructional program and the after school program are integrated through the use of instructional aides who work in both programs.

The after school program is a collaborative program between the WLC and the STAR program. Watts Learning Center teachers participate in the extended learning program by providing after-school tutoring and facilitating cross-age tutoring. This learning is focused on students who need additional help in reading, language arts and mathematics.

The enrichment classes of the STAR education program consist of various courses through which the students rotate. Students participate in chess, art, dance, music, Spanish and capoeira classes. New classes continue to be developed, based on student interests. Enrichment is also provided by the Junior Chamber of Commerce Urban Youth Golf Program. Students in grades 2 – 5 learn how to play golf at local golf courses. Transportation is provided by the program and parents volunteer as supervisors.

CAMP LEARN

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

WINTER SCHOOL AND SATURDAY SCHOOL

During the winter holiday, students can attend a week-long intensive academic program for those students that need additional academic support. In addition, students may also attend the Pre-Algebra Institute or the Multi-media Academy during this break. Saturday School is offered for ten sessions in the winter/spring.

ADDITIONAL ACADEMIC SUPPORT AND ENRICHMENT

All students engage in contextual learning experiences through three or more field trips a year. Trips have been taken to the San Diego Zoo, TreePeople in Malibu canyons, UCLA Festival of Books, various performing arts concerts, Green Meadows farm, tide pools at the beach, Long Beach Aquarium, and San Juan Capistrano Mission to name a few. The Parent Council raises funds annually to pay for field trip entrance fees.

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

The AmeriCorps VISTA Literacy Coordinator provides support in language arts to pupils through indirect service. Some examples of activities coordinated by the VISTA member are “Read to Achieve”, book fairs, Family Literature Night, “Dr. Seuss Day” and poetry workshops.

CULTURAL EVENTS AND INTERNATIONAL TRAVEL

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

International travel is now a biennial event that allows fourth and fifth grade students to enjoy a shared learning experience with parents, teachers, board and community members. It provides WLC students the opportunity to learn about the differences and similarities of the United States and other countries, gain an understanding of how various cultures have developed, and experience the world as a classroom. During the 2002-03 school year, staff and parents traveled to South Africa to enrich the background knowledge of students. Two years later in 2004, another group of WLC parents, students and staff traveled to Senegal and The Gambia to learn and study about another part of Africa. In December 2006, members from the Watts Learning Center family traveled to Ghana, Togo, and Benin. In 2008, a group of 32, traveled to South Africa and in 2010, 30 students and parents went on a trip of a life time to Egypt. Plans are now being made to travel to Costa Rica In 2012.

These and other extended learning and enrichment activities broaden the knowledge base of WLC students, provide the context in which they learn and add meaning to the study of the California Content Standards.

2012-2013



DAILY SCHEDULE- MONDAY, TUESDAY, THURSDAY & FRIDAY

Total instructional minutes daily is three hundred forty-five (345)

Activity	Time—Grades K--3	Grades 4 - 5
Breakfast	7:20 – 7:50	7.20 –7:50
Opening Activities	8:00 –8:10	8:00 –8:10
English Language Arts	8:10—9:30 & 9:50—10:10	8:10—10:20
Nutrition & Recess	9:30-9:50	10:20—10:40
English Language Arts /ELD	10:10-10:40	10:40—11:10
Mathematics	10:40 –11:40	11:10—12:10
Lunch & Recess	11:40—12:20	12:10—12:50
Science	12:20—1:00	12:50—1:45
Computer Lab/ Intervention/ Physical Ed	1:00 –2:00	1:45—2:45 once weekly
Social Studies & Arts	2:00—2:45	1:45—2:45 once weekly

Sample Daily Schedule- Wednesday

Two Hundred Eighty-five (285)

Activity	Time—Grades K—3	Grades 4 - 5
Breakfast	7:20 – 7:50	7.20 –7:50
Morning Meeting	8:00 –8:10	8:00 –8:10
English Language Arts	8:10—9:30 & 9:50—10:30	8:10—10:10
Nutrition & Recess	9:30-9:50	10:10—10:30
ELD & Intervention	10:30-10:50	10:30—11:00
Mathematics	10:30 –11:30	11:00—12:00
Lunch & Recess	11:30—12:10	12:00—12:40
Science	12:10—12:50	12:40—1:10
Social Studies & Arts	12:50 –1:35	1:10—1:35
Early Dismissal	1:45	1:45

Staff meetings and professional development occur each Wednesday from 2:00-4:00 PM
 On average thirty minutes or less is devoted to staff meeting—operational items. Total instructional time: 59,760 minutes, 180 days.

STUDENTS WITH SPECIAL NEEDS

Senior Corps Foster Grandparents, parent volunteers and instructional aides provide in-class assistance to students who need additional academic support. Each class has one Foster Grandparent and one instructional aide. Students are also given assistance in the STAR program, teacher after school tutoring program, Camp Learn, Winter School and Saturday School in reading, language arts and mathematics.

A resource specialist provides instruction to students with an IEP as well as to students who need intensive intervention (tier 2 or 3) designed to prevent these students from falling behind and to reduce the over-identification of students needing special education. This instruction is given during the school day according to the information in the IEP in the case of identified students, and to tier 3 students based on the recommendations of the ***Student Success Team***. The resource specialist generally provides this service on a push-in basis.

INSTRUCTIONAL SUPPORT FOR GATE STUDENTS AND STUDENTS WITH HIGH ABILITIES

Staff differentiates instruction for all students. In reading and language arts, teachers work with small groups of students who are high achieving students as well as with other students. The differentiated learning activities regularly provided during “workshop” time support the academic advancement of high achieving students. Workshop time is part of the Reading Language arts period.

STUDENTS WITH ADJUSTMENT PROBLEMS

Students with severe adjustment problems are identified through the ***Student Success Team process***. A Kedren Community Mental health worker consults with them weekly with the consent of their parents. This program is provided on site by the Kedren Community Health Center.

*** LAUSD-SPECIFIC LANGUAGE: SPECIAL EDUCATION PROGRAM**

All charter schools must adhere to all terms and 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 Los Angeles Unified School District ("LAUSD" or "District") Governing Board approval, Watts Learning Center Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Watts Learning Center 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.

*** LAUSD-SPECIFIC LANGUAGE: 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 will now create 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). The Charter-operated 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.

COMPLIANCE WITH CHILD FIND ACTIVITIES FOR CONVERSION SCHOOLS

District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District's brochure, "Are you Puzzled by Your Child's Special Needs," prominently display the Parent Resource Network poster and use other District materials to address the search and serve requirement of the law, (e.g., "The IEP and You").

***LAUSD-SPECIFIC LANGUAGE: MODIFIED CONSENT DECREE REQUIREMENTS**

All charter schools chartered by 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 eighteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District's current Student Information Systems ("SIS") 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:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System ("ISIS") as required by the MCD. Although most charter schools are not currently utilizing the District's current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

PROFESSIONAL DEVELOPMENT FOR TEACHERS

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

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

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

1. Increased content knowledge especially in English language arts, math and science. This includes the content standards.
2. Improved instructional practices that reflect deep understanding of how students learn.
3. Data driven instruction.

Five full days of paid professional development are provided for teachers prior to school beginning. One of those days is a full staff retreat to kick off the new school year. This is a time for reflection and collaboration for the upcoming school year. Additionally, another three full days of professional development for all certificated staff are scheduled during the school year.

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

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

Beginning in 2007--2008, professional development became more focused on initiatives and instructional practices designed to address weakness in performance on the CST. The content of PD received more in-depth focus over an extended time frame. This was an important strategic change that provided the time needed for teachers to learn and implement new strategies: These included:

1. The **VAKT** strategies (described in previous discussion of reading instruction) for teaching phonological awareness, and word analysis. All kindergarten through grade 2 teachers received materials and long-term professional development, and coaching in these methods.
2. In 2008--2009, strategies for teaching comprehension, using the ***Questioning the Topic and Questioning the Story (described in discussion of reading instruction)***. Teachers also gained more insight in to how writing strategies are related to comprehension skills—especially to text structure.
3. In 2009—2010—Refinement of instruction in word analysis and vocabulary development at grades 1—2 primarily through coaching and modeling. Writing in response to reading—information and narrative—received focus throughout the year using ***Visual Notes, Questioning the Topic, Questioning the Story*** strategies introduced the prior year.

4. 2010—2011--All teachers in grades k—5 were required to develop and implement detailed writing plans that included the use of baseline assessments, prompts, models, rubrics, ***guided writing through all steps of the writing process***. Teachers received continual support from an Instructional coach, the Director and from peers—teacher experts.
5. 2008—2011—Professional development in Singapore math for each grade level as the program was implemented.
6. 2011-2012—Teachers are participating in a writing workshop developed by Linda Fisher from the Learning Works, in San Diego, California. During this school year, each grade level will travel to San Diego to participate an additional two full days of training in effective writing strategies.
7. Selected teachers also received professional development in science, and math and other goals identified for personal development.

The quality of instruction has improved as a result of the the school-wide implementation of these strategies and programs:

- ♦ Increased student engagement—hands-on, minds-on activities that are intensive and accelerate learning. Students are learning how to learn.
- ♦ Classroom, questions, answers, and discussions are at higher levels of thinking and processing. Students can explain what they know and why it is important.
- ♦ The quality of students' written work is much higher across all grade levels.

Beginning in (2012--2013), we will implement ***Charlotte Danielson's Framework for Teaching***. Each teacher and instructional support staff member will use the Four Domains' Self-Assessment instruments to assess his or her performance on each domain. Following the self-assessments, each teacher will create an individualized professional development plan for which s/he will set 1 to 3 goals related to a selected domain or domains. If an administrator believes that it is essential for a teacher to improve in some aspect of teaching, then the administrator places the teacher on an improvement plan. The goals for teachers on an ***improvement plan*** are set by the administrator in collaboration with the teacher. All plans document the teacher's growth through observations and artifacts. Artifacts may include (1) a unit plan with assessments, (2) an assignment samples of students' work, (3) communication with families, (4) instructional and non-instructional records and (5) evidence of professional development –includes sharing expertise with colleagues.

The effectiveness of PD is evaluated in the ***regular observation of teachers in the process of teaching and by looking at student data***. Observations are formal and informal. ***Regular informal observations*** assist the Director in monitoring and providing additional support and resources. *The formal observations are designed to keep teachers focused on using the standards as the basis for instruction.* The process also helps teacher to master this process of planning and to become more metacognitive and reflective in the process. For the formal process, the Director evaluates:

1. The written lesson plan using a checklist or rubric and an ***Interview Protocol for Preconference planning***. The ***Checklist and Interview*** provide guidance to the teacher prior to the formal observation.
2. Student materials (artifacts) to be used in the lesson are submitted prior to the observation. The teacher makes changes as needed to these prior to presenting the lesson.
3. ***Lesson Execution Evaluation Checklist and Notes from Observation*** used by the director to evaluate the actual execution of the lesson and ***Interview Protocol for Post-Conference***.
4. Post-observation—the teacher submits 4 – 5 photocopied samples of students' work (artifacts) produced during or as a result of the lesson. The teacher highlights, writing, drawings, or other markings that meet the performance description in the objectives

and writes comments stating why these elements meet one or more of the lesson's objectives.

5. The teacher meets with the director 1 to 3 days later for a conference in which the teacher shares her or his reflections about the lesson and the director gives feedback about the observation.
6. The teacher and director plan next steps, which might include support for the teacher, the teacher sharing an outstanding strategy with other teachers, etc.

Questions like the following will guide our evaluation of PD effectiveness:

- Are teachers well planned? To what extent is instruction carefully scaffolded? To what extent is instruction standards-based? Are the methods and procedures introduced in staff development used appropriately and consistently?
- What are the variety of learning activities and strategies used in the classroom? Are students generally engaged, and responsive? Are students able to explain and demonstrate what they know, and how they know it?
- How and to what extent are accommodations and modifications implemented?
- **How are students performing academically and socially?** What percentage of students are scoring 85% or better on periodic assessments?
- To what degree have teachers created positive classroom environments? What are the incidences of referrals for discipline?
- How do teachers feel about the tone and culture of the school? How do students, parents and other stakeholders feel about the tone and culture of the school?

2012-2013 PROFESSIONAL DEVELOPMENT CALENDAR

August	September	October
1. Review of Safety Plan--Drills	1. Data Director--Assess2Know-classroom	1. Danielson Framework Domains 1 & 3
2. CRP Training	2. Danielson Framework--Overview	2. Peer & observations & coaching--Writing Strategies
3. <i>Mandatory Reporting Requirements & Procedures</i>	3. Protocols for common planning	
4. Staff Evaluations	4. School-wide discipline	3. Data Director--Benchmark data --Pacing
5. Review of CST Data	5. Singapore Math PD Grades 4& 5	4. Writing: Grade 4 & 5 Response to Literature
6. Screening Assessments	6. Peer Observations & coaching--Writing Strategies--Power Sentences.	
7. Data Director--& Assess2 Know Assessments--Benchmarks		
	7. Review of PA & Blending for TA's and teachers new to grades K_2.	

November	December	January
1. Managing small groups	1. Data Director--Benchmark data	1. Comprehension: Questioning the Topic
2. Writing Strategies: Revisions	2. Science Project & Rubrics for eval.	main Idea Peer Observation & Coaching
1. Power Sentences, Travelers	3. Observation & coaching Domains 1,2,3	3. Power Sentences, Double the Who
2. Observation & coaching Domains 1,2,3	4.	4. Writing: Grades 3-5 Summary of
3.	5.	Informational text. Primary: Report

February	March	April
1. Review of class & School benchmarks	1. Observation & coaching Domains 1,2,3	1. Observation & coaching Domains 1,2,3
2. Observation & coaching Domains 1,2,3	2. Writing strategies	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

May	June	July
1. Review of class & School benchmarks	1.	1.
2. End of school year Closing procedures	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

PROFESSIONAL DEVELOPMENT FOR ADMINISTRATORS

The Executive Director and Director participate in a wide variety of professional development trainings through attendance at conferences, institutes and workshops. Beginning in 2012 the Executive Director and Director will receive training in the Charlotte Danielson's' **Framework for Effective Teaching** and the use of the protocols for evaluating and supporting teachers. The training is designed to increase knowledge about recent research in education, management, business, finance, administration, California Charter legislation, instructional practices, operational issues and LAUSD and State mandates. Training will continue to through the term of this proposed charter. Board members will receive training on: (1) Strategic Planning, (2) The Brown Act, (3) Budget Development and general accounting practices (4) State and District mandates.

PROFESSIONAL DEVELOPMENT FOR INSTRUCTIONAL AIDES AND SENIOR CORPS FOSTER GRANDPARENTS

The plan for professional development for the Instructional Aides and Foster Grandparents is designed to support the school's goals for student achievement. The plan includes information about Content Standards for California Public Schools, instructional practices, instructional materials, and training in the skills that support academic learning. Strategies include monthly training sessions focused on learning how to better assist students in the classroom. Additionally, when funding is available, Instructional Aides, Senior Corps Foster Grandparents are invited to additional days of paid professional development.

TRAINING FOR PARENTS

Regular workshops are planned for parents to enhance their parenting skills, as well as their ability to assist their child with their academic work. Parents are polled to determine topics of interest and areas in which they wish to acquire additional knowledge. Teachers also inform administration input they have received from parents as to areas of concern. Collaboratively the Executive Council and the Director determine a workshop schedule for the parents. Officers of the Parent Council and the parent coordinator make up The Executive Council. During the last two years and currently, the Director and various teachers provide this training for parents throughout the school year. These opportunities for have been enthusiastically embraced by parents and are well attended.

TRAINING FOR THE BEFORE AND AFTER SCHOOL PROGRAM STAFF

The Science Theater Arts and Recreation Education (STAR) before and after school program is an extended learning program. The program has developed a comprehensive staff training program that is used to train the before and after school staff. Training sessions are on Saturdays and evenings. Training topics include: "Making Learning Fun After School – but Include "Those Standards and "Supporting Vocabulary Development in Your Enrichment Class.

ELEMENT 2 – MEASURABLE STUDENT OUTCOMES

This section addresses section 47605 (b) (5) (B) of the charter school law, which requires a description of:

“The measurable pupil outcomes identified for the 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.”

There is an on-going consensus at **WLC** about the importance of setting measurable standards and adopting clear accountability measures at each grade level as well as school-wide. Watts Learning Center uses the content standards at each grade level for our pupil assessment program and State and federal (NCLB) AMO’s as guidelines. In addition to these outcomes, **WLC** Students will demonstrate – competency as measured by: 1. Benchmarks, 2. Developmental Guidelines and Checklists, 2. Student Portfolios, 3. Standards-based Pupil Reports that describe performance levels and 4. Performance – Based Assignments/Assessments. Following are examples of key objectives by grade for standards in English Language Arts. ***Our goal is that every student will demonstrate high levels or mastery on each of these standards-based objectives.*** It is for this reason that many are repeated or referred to at later grade levels. Though the list is not exhaustive, we have found that students who perform at the levels indicated also perform very well on CST and other tests. Assessments of students’ performance on these objectives will occur every 6 to 8 weeks. Many of these objectives are prerequisites for higher level objectives. Once students are showing an acceptable level of mastery, skills are reviewed and assessed using curriculum embedded assessments. Word analysis skills that taught were intensively in grades 1-3 are assessed at the beginning of grades four and five to insure that students continue to demonstrate a high level of mastery. Please also notice that many of the objectives are described in terms that include the students’ use of the anchor strategies described in the description of the curriculum and instruction.

Key Annual Objectives and Standards

Selected Word Analysis, Vocabulary, & Spelling Objectives

Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Read and sort grade level words that represent the six common types of syllables with 90% accuracy. Blend words using regular rhymes and onsets with 90% accuracy. Read compound words, and multi-syllabic words that contain “regular” vowel spellings and graphemes with 90% accuracy. Divide regular multi-syllabic words into syllables with 95% accuracy. Spell words and syllables containing consonant blends and ending clusters with 80% accuracy. Read and sort words having the same vowel sound and rhyme with 85% accuracy Read the first 350 high frequency words on the Fry List with 95% accuracy. 	<ul style="list-style-type: none"> Read and sort grade level words that represent the six common types of syllables with 95% accuracy. Blend words using onsets and regular and irregular rhymes and graphemes with 90% accuracy. Read and sort words having the same vowel sound and rhyme with 95% accuracy. Spell words and syllables containing consonant blends and ending clusters with 90% accuracy. Read and sort words with diphthongs and long vowels followed by r with 90% accuracy. <i>Ear air ire ere, oar, our, etc.</i> Read compound words, and multi-syllabic words that contain “regular” vowel spellings and graphemes with 95% accuracy. 	<ul style="list-style-type: none"> Read and sort grade level words that represent the six common types of syllable with 95% accuracy. Read representative tier 2 and academic vocabulary in context with 95% accuracy. With 85% accuracy, define selected words (from literature, and content areas) using context and knowledge of the word’s origin. Identify the common Latin and Greek combining units in words with 80% accuracy. Use knowledge of Latin roots and Greek combining units to determine the meaning of unknown words within a passage. Read and sort words with common Anglo Saxon and Latin suffixes into the correct parts of speech with 80% accuracy. 	<ul style="list-style-type: none"> Read and sort grade level words that represent the six common types of syllable with 100% accuracy. Divide and read tier 2 and 3 multi-syllabic words with 95% accuracy. Identify the accented and unaccented syllables in multi-syllabic words with 90% accuracy. With 85% accuracy, define selected grade level words (from literature, and content areas) using context and knowledge of the word’s origin . Explain the meaning off common idioms with 90% accuracy. With 90% accuracy, Identify and explain similes and metaphors used in contexts. Read grade level material with a prosodic voice with

<ul style="list-style-type: none"> Read words with common inflectional endings and suffixes with 95% accuracy. –s, -es, -ed, -ing, -er, -er, -est, -y, -ness, ly, -ment, -tion, -ish, -en, etc. Spell and use irregular high frequency words with 95% accuracy in daily writing. the, was, of, one, to, for, Sort tier 1 words and selected tier two vocabulary into conceptual categories with 80% accuracy: examples: container, time, senses, colors, appearance, feelings, emotions, etc. Define and give examples of the terms antonyms, and synonyms with 100% accuracy Identify antonyms and synonyms for high frequency words and tier two words selected for grade 2 with 85% accuracy. Give or identify the meanings of prefixes over-, un-, re-, mis-, dis-, pre-, in-, under-, over-, out-, added to common tier 1 and selected tier words. Read grade level material with a prosodic voice with 95% to 100% accuracy. 	<ul style="list-style-type: none"> Spell words with common regular inflectional and derivational suffixes with 80% accuracy Identify the parts of speech of words used in sentences: nouns, pronouns, verbs, adjectives, adverb, and prepositions, Identify antonyms and synonyms for high frequency words and tier two words selected for grade 3. Define and give examples of the terms antonyms, synonyms, homophones, and homographs with 90% accuracy. Sort tier 1 words and selected tier two vocabulary into conceptual categories or characteristics with 80% accuracy: examples: container, time, senses, colors, appearance, feelings, emotions, Explain the meaning off common idioms with 90% accuracy. With 80% accuracy, Identify and explain the similes and metaphors used in contexts. With 85% accuracy, use a thesaurus or a list of synonyms to choose a synonym that maintains the contextual meaning. Read grade level material with a prosodic voice with 95% to 100% accuracy. 	<ul style="list-style-type: none"> Define, identify in text and give unprompted examples of the terms antonyms, synonyms, homophones, and homographs with 90% accuracy. Explain the meaning off common idioms with 90% accuracy. With 90% accuracy, Identify and explain, similes, colloquialisms and metaphors used in contexts. Read grade level material with a prosodic voice with 95% to 100% accuracy. 	<p>95% to 100% accuracy.</p> <ul style="list-style-type: none"> Define, identify in text and give unprompted examples of the terms antonyms, synonyms, homophones, and homographs with 95% accuracy. Define figurative language (simile, metaphor, hyperbole, personification) and identify each when used in literary works with 90% accuracy. Identify the common Latin and Greek combining units in words with 80% accuracy. Use knowledge of Latin roots and Greek combining units to determine the meaning of unknown words within a passage. Read and sort words with common Anglo Saxon and Latin suffixes into the correct parts of speech with 90% accuracy. Given a list of derived words, with 80% accuracy, students can select the correct form to complete a sentence or write, without prompting, sentences that use the words correctly. With 85% accuracy, Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words
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Literacy Analysis, Reading Comprehension, Writing

Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Create logical WH questions (Question the Story) about a story's setting, characters, problems, goals, solutions before during and after reading. Rubric Score of 3 or 4 proficient or advanced performance. Answer oral and written WH questions posed by other students, or the teacher about the story's setting, characters, problems, goals, solutions before during and after reading with 80% accuracy. Rubric Score of 3 or 4 – proficient or advanced—in retelling stories using the story grammar. 	<ul style="list-style-type: none"> Review, maintain and extend proficiency developed at grades 2 to grade 3 literature and informational text. Explain the underlying lessons and theme in fiction Rubric score applied to oral and or written response. Use the Questioning the Topic strategy to predict the content of informational text with 80% accuracy. With 80% accuracy, identify transition paragraphs and use them to predict what information will likely be presented next. At 80% accuracy, identify the words, phrases, clauses, or sentences that best complete 	<ul style="list-style-type: none"> Review, maintain and extend proficiency developed at grades 2 and 3 to literature and informational text. at 4th grade level. Explain, extend and apply the lesson and themes in stories: To self, deeper meanings, other people, the world. Writing: Connect to Response to Lit) Acceptable rubric (3 or 4) score applied to oral and or written response . Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions. 	<ul style="list-style-type: none"> Review, maintain, and extend proficiency developed at grades 2 through 4.to literature and informational text at 5th grade level. Identify implied or stated themes and demonstrate the understanding that theme refers to the meaning or moral of a selection by explaining how the theme applies to self, others or the world. Identify and analyze the characteristics of poetry and explain the appropriateness of the literary form and the author's purpose. Evaluate and explain the author's use of various

<ul style="list-style-type: none"> ● Write an accurate, logically sequenced retelling of a story using complete sentences. Rubric score of 3 or 4. ● With 85% accuracy, classify stories based on genres: folktale, fables, realistic fiction. ● Compare and contrast the different versions of the same stories that reflect different cultures. Rubric score of 3 or 4 applied to oral and or written response. ● Explain what characters are like by what the characters say, do, or feel, and how the author and illustrator portray them. Quality and completeness of oral or written response scored with rubric. ● Use titles, pictures and headings to determine the topic or subject of a passage and pose pertinent WH questions about the topic before reading. ● Classify books or texts as stories, expository or informational with 85% accuracy. ● Read each paragraph of informational text within a passage and pose WH questions (oral and written) about the paragraph's topic that can be answered by the paragraph. <i>Rubric describing quality and focus of the questions.</i> ● Paraphrase (oral or written) informational text. <i>Rubric describing quality of paraphrase.</i> ● Write a friendly letter using correct form, with 2 or more paragraphs. ● Write a short personal narrative describing an experience with a beginning middle and end. 	<p>a paragraph with missing sentences.</p> <ul style="list-style-type: none"> ● With 80% accuracy, use the Questioning Topic strategy to identify the "Big Ideas" and use the big ideas to generate or identify the main idea of a passage and significant supporting details. Identify sentences that support or do not support a paragraph or passage ● Write a summary of a story that gives the setting, the main characters, what the characters wanted, the problems, attempts to solve the problem and the solution. Score 3 or 4 on 4 point rubric. ● Given a narrative prompt, the student writes a narrative based on the prompt that uses logically sequenced events to describe the setting, characters, problems, events, and the ending solution. Score 3 or 4 on 4 point rubric. ● Identify the author's point of view in narrative text with 90% accuracy. ● Interpret information from diagrams, charts, and graphs. Integrate in to math, science, social studies with 90% accuracy. Writing: Create diagrams, charts and graphs to support reports. 	<ul style="list-style-type: none"> ● Use Questioning the Topic to create outlines or graphic organizers and use to write a Summary of an Article, short or moderate length reports on a topic ● Identify the author's purpose, message, and point of view in information and narrative text. ● Contrast the actions, motives and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. Rubric score of 3 or 4 applied to oral and or written response. ● Write a response to literature—scored using holistic or analytical rubric. Score 3 or 4 on 4 point rubric. 	<p>techniques to influence readers' perspectives. Oral or written response scored with rubric. Score of 3 or 4.</p> <ul style="list-style-type: none"> ● Write a persuasive essay based on a prompt. Score 3 or 4 on 4 point rubric. ● Describe the function and effect of common literary devices—imagery, metaphor, symbolism. Scored by rubric 4 point rubric describing levels of performance.
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Examples of Key Math Objectives

Students will show mastery of these objectives by the end of the grade indicated.

Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Count, read, and write whole numbers to 1,000 and identify the place value for each digit with 100% accuracy. Order and compare whole numbers to 1,000 by using the symbols $<$, $=$, $>$ 100% accuracy Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $4 - 6 = 8$) to solve problems and check solutions with 100% accuracy Add and subtract (find the difference) three digit numbers without regrouping with 95% accuracy. Use repeated addition, arrays, and counting by multiples to do multiplication with 90% accuracy. Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division with 90% accuracy. Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory with 100% accuracy. Recognize, name, and compare unit fractions from $1/12$ to $1/2$ with 90% accuracy. Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls) Use bar modeling, manipulatives or drawings to show with 100% accuracy, that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one. Solve problems using combinations of coins and bills with 90% accuracy. Measure the length of an object to the nearest inch and/or centimeter with 90% accuracy. 	<ul style="list-style-type: none"> Identify the place value for each digit in numbers to 10,000 100% accuracy. Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$) with 90% accuracy. Find the sum or difference of two whole numbers between 0 and 10,000 with 90% accuracy. Memorize to automaticity the multiplication table for numbers between 1 and 10 with 90% accuracy. Use the inverse relationship of multiplication and division to compute and check results with 90% accuracy. Solve simple problems involving multiplication of multi-digit numbers by one-digit numbers ($3,671 \times 3 = \underline{\quad}$) with 90% accuracy. Students understand the relationship between whole numbers, simple fractions, and decimals with 90% accuracy. Add and subtract simple fractions (e.g., determine that $1/8 + 3/8$ is the same as $1/2$ with 90% accuracy. Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities with 90% accuracy. Use bar modeling to solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit) with 90% accuracy. Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them with 90% accuracy Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them with 90% accuracy Find the perimeter of a polygon with integer sides 	<ul style="list-style-type: none"> Read and write whole numbers in the millions with 100% accuracy Order and compare whole numbers and decimals to two decimal places with 100% accuracy. Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand with 100% accuracy. Decide when a rounded solution is called for and explain why such a solution may be appropriate with 90% accuracy. Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing") with 90% accuracy. Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places with 100% accuracy. Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations with 95% accuracy. Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multi-digit numbers with 100% accuracy. Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multi-digit number by a two-digit number and for dividing a multi-digit number by a one-digit number; use relationships between them to simplify computations and to check results with 90% accuracy. Solve problems involving multiplication of multi-digit numbers by two-digit 	<ul style="list-style-type: none"> Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number with 90% accuracy. Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$) with 90% accuracy. Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers with 90 % accuracy. Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results with 90 % accuracy. Demonstrate proficiency with division, including division with positive decimals and long division with multi-digit divisors with 90 % accuracy. Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form with 90 % accuracy. Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution with 100% accuracy. Identify and graph ordered pairs in the four quadrants of the coordinate with 100% accuracy. Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on

	<p>with 90% accuracy.</p> <ul style="list-style-type: none"> Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times. with 90% accuracy. Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot) with 90% accuracy.. 	<p>numbers.</p> <ul style="list-style-type: none"> Solve problems involving division of multi-digit numbers by one-digit numbers with 90% accuracy. Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers with 100% accuracy. Interpret and evaluate mathematical expressions that use parentheses. with 95% accuracy. Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations. with 90% accuracy. Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given with 90% accuracy. Know and understand that equals added to equals are equal. with 100% accuracy. Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line) with 90% accuracy. 	<p>a grid with 90% accuracy.</p> <ul style="list-style-type: none"> Derive and use the formula for the area of a triangle and of a parallelogram by comparing each with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by pasting and cutting a right triangle on the parallelogram) with 90% accuracy. Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects with 90% accuracy. Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm³], cubic meter [m³], cubic inch [in³], cubic yard [yd³]) to compute the volume of rectangular solids with 90% accuracy.. Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software) with 90% accuracy. Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems with 90% accuracy.
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The Watts Learning Center has established the following measurable objectives for its students based on CST

1. Maintain a participation rate in CST testing of 95% or higher school-wide and for all significant sub-groups.
2. **(AYP) Adequate Yearly Progress**--Increase percentage of **ALL** students in grades 2-5 scoring proficient or advanced on the CST in ELA with concomitant decrease in the percentage of students scoring below proficient.

Source for 2011 data: California Department of Education (CDE) website: Accountability Progress Report

	2011	2012	2013	2014	2015	2016
Grade 2	75%	85%	90%	100%	100%	100%
Grade 3	58%	80%	90%	100%	100%	100%
Grade 4	60%	80%	90%	100%	100%	100%
Grade 5	50%	80%	90%	100%	100%	100%

3. Increase and maintain percentage of ALL students in grades 2—5 scoring proficient or advanced on the CST in Math—**(AYP)**

Source for 2011 data: California Department of Education (CDE) website: Accountability Progress Report

	2011	2012	2013	2014	2015	2016
Grade 2	82%	85%	90%	100%	100%	100%
Grade 3	83%	85%	90%	100%	100%	100%
Grade 4	60%	80%	90%	100%	100%	100%
Grade 5	33%	80%	90%	100%	100%	100%

4. Increase and maintain the percentage of grade 5 students scoring proficient or advanced in science.

Source for 2010, 2011 data: California Department of Education (CDE) website: Accountability Progress Report

	2010	2011	2012	2013	2014	2015	2016
Grade 5	60%	64%	70%	75%	100%	100%	100%

5. Increase API to 910 or higher from the current level of 852.

Source for 2010, 2011 data: California Department of Education (CDE) website: Accountability Progress Report

2011	2012	2013	2014	2015	2016
852	870	880	890	900	910

6. Achieve and maintain an in-seat attendance rate of 100%. Students who are in school will receive the day-to-day instruction that results in higher achievement.

Source for 2011 data: California Department of Education (CDE) website: Accountability Progress Report

2011	2012	2013	2014	2015	2016
96%	97%	98%	99%	99.5%	100%

7. Reduce the number of students who are suspended from 12% to 1% or less. Students who are suspended are not only missing instruction but may have social-emotional adjustment issues that need to be addressed.

Data 2009—2011: School records maintained by WLC

2009	2010	2011	2012	2013	2014	2015	2016
44/12.5%	33/9%	38/10.8%	8%	6%	4%	2%	0%

8. Increase the number of **students identified as Gifted** to a minimum of 10% in 2012-2013 to 15% or more of the school site's population to by 2016.

Though English Language Learners and **Students with Disabilities** are not currently significant subgroups at WLC, their success is very important to the achievement of objectives 2 and 3, so we have set the following objectives for these two groups.

9. AMAO1--Annual Growth Target on CELDT

	2011-2012	2012-2013	2013-2014
SBE Targets	56	57.5	59
WLC Goals	60	62	64

10. AMAO 2—Cohort 1 Less than 5 years

	2011-2012	2012-2013	2013-2014
SBE Targets	20.1	21.4	22.8
WLC Goal	30.1	33	36

Cohort 2—Five Years or More

	2011-2012	2012-2013	2013-2014
SBE Targets	45.1	47.0	49.0
WLC Goals	50	55	60

11. –AMAO 3--Increase the percentage of English Learners that attain proficiency in reading/language arts and in mathematics annually.

Source for 2011 data: California Department of Education (CDE) website: Accountability Progress Report

	2011	2012	2013	2014	2015	2016
Reading	81.2	85%	90%	100%	100%	100%
Math	70.6	87%	92%	100%	100%	100%

12. Increase the percentage of Students with Disabilities performing at proficient and beyond on the ELA and Math CST.

Source for 2011 data: California Department of Education (CDE) website: Accountability Progress Report

	2011	2012	2013	2014	2015	2016
Reading	55.8%	78.4%	89.2%	100%	100%	100%
Math	50%	79%	89.5%	100%	100%	100%

13. To measure the long-term effectiveness of our program, we will survey and interview former **WLC** students' who attended the school through fifth grade for an update of their progress academically, personally, and careers wise. **Goals:**

- Students and families evaluate the impact of the Watts Learning Center Experience. We will use this information to plan and develop programs.
- Keep students and their families aware of the schools' goals, activities, and achievements and as a result develop within this group sustained loyalty and support.

ELEMENT 3 – METHODS OF MEASURING PROGRESS

This section addresses section 47605 (b) (5) (C) of the charter school law, which requires a description of:

“The method by which pupils’ progress in meeting these pupil outcomes is to be measured.”

STUDENT ASSESSMENT PLAN

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

The administrative team, Executive Director and Director, has the responsibility of directing and monitoring the assessment plan. The Director meets with grade levels on a regular basis to review students’ work and to evaluate their progress on benchmark assessments. The staff ***continuously monitors*** students’ progress through weekly and bi-weekly assessments and evaluations of students’ work. Teacher-made assessments, those created by publishers, rubrics, benchmark tests, teachers’ observations, checklists, and anecdotal records are used to determine whether students are making adequate progress toward mastering **Key Annual Objectives and Standards**. Benchmarks indicate the interim steps students have achieved in mastering standards and goals. They, therefore, serve as a gauge to monitor students’ progress and determine if they are making sufficient progress towards attaining an annual goal. The ***DIBELS’ Daze benchmarks***—a 3 minute silent reading assessment-- are used to assess students’ comprehension. We believe that performance on this assessment will help us to predict which students are likely to score proficient or above on the CST. To gain a better understanding of what **DIBELS** results mean, we link CST performance to the **DIBELS** benchmarks. By comparing **DIBELS** measures to CST scores as suggested by researchers (Buck & Torgesen, 2003; Wilson, 2005), we will determine the percentage of students at benchmark on **DIBELS ORF** and **Daze** at the end of the year, that meet the proficient level on the CST.

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

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

SITE-BASED ASSESSMENTS

Assessment	Description	Rationale	Frequency
Screening Assessments <ul style="list-style-type: none"> DIBELS NEXT Phonics Survey Baseline writing samples CBM ORF –Using grade level texts Adopted Singapore Math Program Assessments 	<ul style="list-style-type: none"> DIBELS norm referenced assessment used in identifying children’s levels of risk in acquiring basic early literacy skills. These assessments are used to identify underlying strengths and weakness in reading and math In grades k & 1 and 2, students are assessed on the alphabet, various phonemic awareness skills, phonics, and word reading using one or more of these assessments. Students in grades 2 and above are given oral DIBELS ORF benchmark assessments. 	<ul style="list-style-type: none"> The results from screening assessments are useful in making decision about the kind of early support and intervention a student may require to prevent later reading difficulties. These assessments are used to determine the proficiency of individual students or groups of students according to a specific standard or prerequisite skill. Teachers use the information gained from entry-level assessments to provide focused instruction to individuals, to form small groups, and to plan pacing 	<ul style="list-style-type: none"> Fall first 3 weeks of school.
Formative Assessments <ul style="list-style-type: none"> Tests & Quizzes & instructional materials in adopted Programs Teacher or staff created quizzes. RPI Reading Progress Indicator* Curriculum Embedded assessments (students work) Checklists Student responses, observed behaviors Homework Portfolios 	<ul style="list-style-type: none"> Assesses students’ development, of concepts, skills, knowledge, and application, of standards based objectives 	<ul style="list-style-type: none"> These assessments are critical because they help the teacher to monitor and adjust instruction from day to day for various individuals—pacing, steps, practice, complexity, etc. Teachers use the results of the assessments for common planning 	<ul style="list-style-type: none"> Weekly for key standards-based objectives More frequently depending upon the skill and the students.
Progress Monitoring & Benchmarks Language Arts, Math, Science <ul style="list-style-type: none"> DIBELS Unit tests reading, math, and science. Teacher or staff created assessments Measuring Up – ELA, Math, Science Writing Portfolios Authentic Assessments <ul style="list-style-type: none"> Writing Tasks in all content areas, including research reports and identified writing forms for each grade level. Projects using multiple media and modalities—related to content areas. 	<ul style="list-style-type: none"> Periodic assessments for all students, the domains and strands of the standards are assessed at the end of each major set of lessons (every six to eight weeks) to ensure all students are progressing as expected and to provide feedback on the effectiveness of instruction. DIBELS Progress ORF 1m-5 & DAZE Progress Grades– 3 -5 DIBELS Benchmarks are given to monitor students identified as at or above benchmark, below benchmark, or well below benchmark. Authentic assessments are scored by rubrics that describe levels of performance of the task. WLC teachers collaborate on the development of rubrics. Some are holistic and others are analytical. 	<ul style="list-style-type: none"> The tests, which are curriculum embedded and aligned to instruction, will be administered and scored by the teacher. The results will be analyzed for each student and classroom on the basis of established levels that identify (1) Who is at mastery; (2) what percent of students are at mastery; and (3) which students need additional instructional support and in what areas? The Power School Program helps teachers to align assessment items to the standards and to track student each student’s performance. 	<ul style="list-style-type: none"> Progress monitoring Weekly or bi-monthly Benchmarks-- Every 6 to 8 Weeks

***The Reading Progress Indicator (RPI)** is a test that is given to all students in the school to measure their reading ability in the four largest components of reading; Vocabulary, Decoding, Phonological Awareness and Comprehension. The test takes the results of percentage correct in each grade-level

area and tabulates a RPI Grade Equivalent, described as the level in which a student handles material reading progress indicator.

All full-time Fast ForWord users, 1st grade and 4th/5th grade after school program students, take a follow up RPI at the end of each assigned protocol (about every 2 months). Non-users are tested again at the end of the school year to measure any growth, decrease or stagnation in reading level to be compared to the results of Full-Time users.

Goals for consistent, school-wide implementation related to assessment practices include: (1) the use of more diagnostic pretesting before beginning a unit or series of related lessons, so that effective decisions about pacing, grouping, scaffolding, and differentiation are made; (2) the use of more constructed responses that require students to use academic language and explain that they know to assess objectives; (3) improvement in record keeping or ways to document mastery of objectives. (4) Purchase and implementation of the Assess2Know Benchmark and *Classroom* assessments to improve our ability to monitor students' mastery of skills, and standards, and plan instruction.

GRADING POLICY

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

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

ANNUAL STATE STANDARDIZED TESTING

LAUSD REQUIRED LANGUAGE:*TESTING

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

Students in second through fifth grades take the California Standards Test (CST), a rigorous, criterion referenced test in the core areas of English Language Arts and Mathematics in the late spring. Fifth grade students also take the Science portion of the test to assess their understanding of both fourth and fifth grade science standards. Fourth grade takes an additional assessment in Writing in March. Though no longer required by the state, kindergarten and first grade students take the Terra Nova, a grade level standardized, norm-referenced test.

Results are received during the summer. At this time, grade level, teacher, and individual student data are evaluated in depth. This data is used to plan professional development that focuses on identifying and developing content and strategies aligned with best practices to improve student achievement. As a result of this process, teachers, supported by the Director, coaches and their

peers, create a strategic plan to address the needs of their students. This collaboration continues throughout the school year.

Assessment	Description	Rationale	Frequency
<ul style="list-style-type: none"> • CELDT—California English Language Development Test. 	<ul style="list-style-type: none"> • Assesses English language development levels of students whose home language is not English. This test helps schools identify students who need to improve their skills in listening, speaking, reading, and writing in English. • The test is also given yearly to students who are still learning English. 	<ul style="list-style-type: none"> • Required for students in kindergarten through grade twelve whose home language is not English. CELDT is based on Federal law (Title III of the Elementary and Secondary Education Act [ESEA]) and state law (Education Code [EC]sections 313 and 60810 through 60812) 	<ul style="list-style-type: none"> • (Annually or 30 days following enrollment)
<ul style="list-style-type: none"> • CST—California Standards Test 	<ul style="list-style-type: none"> • Standardized, criterion-referenced test based on California standards in English Language Arts and Mathematics. 	<ul style="list-style-type: none"> • Required testing – CALIF STAR These assessments help schools to monitor their students performance against objective targets • Schools can also compare their performance with other schools • Detailed reports on performance on each standard allow schools to plan or modify instruction. 	<ul style="list-style-type: none"> • Annually May
<ul style="list-style-type: none"> • CST--Grade 4 Writing Task 	<ul style="list-style-type: none"> • Writing applications ELA –Students must demonstrate their skills in using the writing process to write a narrative, a summary of an article, and a response to literature. 		<ul style="list-style-type: none"> • Annually – March--
<ul style="list-style-type: none"> • Grade 5 Science 	<ul style="list-style-type: none"> • Assess grade 4 and 5 science standards. 		<ul style="list-style-type: none"> • Annually May
<ul style="list-style-type: none"> • Grade 5 Fitnessgram 	<ul style="list-style-type: none"> • State required Assessment- Assess strength & agility 		<ul style="list-style-type: none"> • Annually

The results of the CST and state standardized tests help us to answer the following questions:

- Did our participation rate meet or exceed the required 95% schoolwide and for all significant subgroups?
- What percentages of our students at each grade level are performing at the proficient or advanced level in reading and math? To what extent did we meet the target performance level schoolwide and with all subgroups, even those that are not numerically significant?
- To what extent did we make incremental progress on the API, Academic Performance Index? Did all subgroups make growth?
- To what extent were we able to decrease the percentages of students at each grade level who are performing basic or below?
- How are we performing when compared to similar schools within the state and in the district?
- What percentage of our students in grade five demonstrate proficiency on the science assessment?
- Are our English learners improving at least one or more levels yearly on the CELDT?
- On which strands and standards on CST do we consistently perform best? On which are we weak? Ultimately, this leads to making decisions about how we need to modify curriculum and instruction and what professional development and resources will be needed to improve.

ELEMENT 4—GOVERNANCE AND MANAGEMENT

This section addresses section 47605 (b) (5) (D) of the charter school law, which requires a description of:

“The governance structure of the school, including but not limited to, the process to be followed by the school to ensure parental involvement.”

The Watts Learning Center Foundation, Inc. is a non-profit public benefit corporation that operates Watts Learning Center Charter School and the Watts Learning Center Charter Middle School.

LAUSD REQUIRED LANGUAGE: GOVERNANCE

Watts Learning Center and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

The Watts Learning Center Foundation, Inc. will comply with the Brown Act.

*Members of the Watts Learning Center Charter School executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, non-profit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

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

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

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

BOARD MEMBER CONTRACT

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

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

CURRENT BOARD MEMBERS

The Board of Directors has regularly scheduled meetings each month and currently includes the following seven (7) voting members and areas of expertise:

Eugene L. Fisher, President

Government Relations Consultant
Lobbyist, Local/State/Federal

Dr. Antonia Boadi

Professor of Engineering, Aerospace

Dr. Owen Knox

Education Consultant
Former Assistant Superintendent, LAUSD

David Mora

JPMorgan Chase Business Banking

Carol Ramsey

Vice President Philanthropic Services

Justin Sanders

Legal
Private Attorney

Darell J. Schregardus, Ph.D.

Counseling and Mental Health Specialist

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

BOARD DUTIES

The Governing Board 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 operations
- Approval of all changes to the school charter to be submitted as necessary in accordance with applicable law to LAUSD.
- 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 School Directors, as necessary
- Evaluation of the School Directors
- Approval of hiring and firing of faculty upon recommendation of the School Directors
- Monitoring the fiscal solvency of the schools

BOARD OPERATIONAL NORMS

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

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 Watts Learning Center Charter School, the Board of Directors conducts monthly meetings except, usually, during the summer months, and may call meetings as the need arises.

RULES OF ORDER:

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

Regular Meetings

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

If at any time any regular meeting falls on a holiday, (Federal, State or local), such regular meeting shall be held on the next business day.

Notification Of Meetings

Not later than 72 hours prior to a regular meeting and not later than twenty-four (24) hours prior to a Special Meeting, the Director shall provide notice of the time and place of the meeting. The agenda shall be provided to all Board members and those persons or entities who have previously requested notice of such meetings. The school site staff will post the agendas of meetings at the schools' offices on the community bulletin board.

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 may be guilty of a misdemeanor punishable by law.

E. Requests to Address the Board

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

Minutes of Board Meetings

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

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

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

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

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

Quorum Requirements

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

The Governing Board has prepared a number of policies and procedures for the governance, management, and operations of Watts Learning Center's affairs, in particular its financial affairs. In addition to these policies, the Governing Board 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. Watts Learning Center will adhere to the District's policies regarding revisions to or amendments of the Charter School's bylaws. The Board has prepared policies and procedures in the following areas:

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

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

ADMINISTRATIVE SERVICES

WLC manages most administrative functions internally, including hiring, training, evaluating and terminating employees. WLC does, however, take advantage of Los Angeles County services, including payroll processing.

Day-to-day responsibility for managing personnel falls to the school's Director in collaboration with the Executive Director with advice and counsel from the Board's Personnel Committee. The school's personnel policies are available for review in WLC's Personnel Handbook.

SELECTION OF BOARD MEMBERS

The Board Development Committee recommends selection of the prospective board member to the Watts Learning Center Foundation, Inc., Board of Directors. The Board of Directors elects a prospective board member to the board by majority vote.

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

PROSPECTIVE BOARD MEMBER AGREEMENT

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

Qualifications:

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

Requirements of all Board Members

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

Behavioral Expectations

- Expectations include a professional demeanor at all board meetings. Issues being discussed shall not be personalized and/or directed toward any other board member, staff member, parent or anyone else. Confidentiality is expected in all situations.
- Board members shall respect and listen to ideas being presented by other board members.
- Board members fulfilling their responsibilities to their fullest potential shall be encouraged by each of the directors.
- When receiving criticisms from parents or other interested parties about staff or other board members, the board member shall direct the speaker to the board member/staff member whom the situation involves. Board members will never speak negatively about staff or other board members to the school community, or parties outside the school community.
- Conflicts shall be resolved with the people with which it was created. Board members will commit to resolving conflict directly with each other or with the appropriate staff member and not share the conflict with anyone outside of the conflict, including, but not limited to other parents, other staff members or the media.
- Board members shall exemplify integrity, honesty and respect. Dedication and commitment to the visions our schools and the charter school movement shall be top priority for any board member. Any board member finding himself or herself involved in an irresolvable conflict shall put the visions of the schools first and step down from the board.
- Board members shall abide by] requirements of the California Brown Act, Cal. Gov. Code sections 54950--54963. The open meetings law requires public agency conduct its business in meetings that are open to the public which it serves. Board Members discussing board business, policy, actions, resolutions, etc. with anyone else on the board, except at regularly scheduled meetings, is illegal. "Meeting" with another board member is defined as communication through person, telephone, or any other means. Personnel matters, individual students, and negotiations are confidential under this law.
- Board members missing more than two consecutive board meetings without prior approval for their absence from at least two other board members shall be relieved of their board involvement immediately.

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

PARENTAL INVOLVEMENT

Parents are our true partners—as the primary educators for their children, parents and guardians participate actively in the school, helping with and reinforcing daily lessons. This partnership is vital to our school's success. Through workshops and conferences, parents acquire the skills necessary for motivating their children to become responsible students and lifelong learners. Parents participate in and influence strategic decisions by the board by providing input through the Parent Council or by addressing the board directly.

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

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

- Attend parent-teacher conferences 2 times during the year.
- Volunteer at least 25 hours each year in support of the school.
- Participate in at least four free parenting seminars each year.

FACULTY INVOLVEMENT

WLC faculty meets weekly collaborating throughout the school year discussing ways to improve student achievement and manage school operations. Teachers often develop recommendations for Board action. In addition to the Executive Director and Director, a teacher representative may attend with the purpose of delivering special reports to the Board of Directors at each board meeting.

COMMUNITY INVOLVEMENT

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

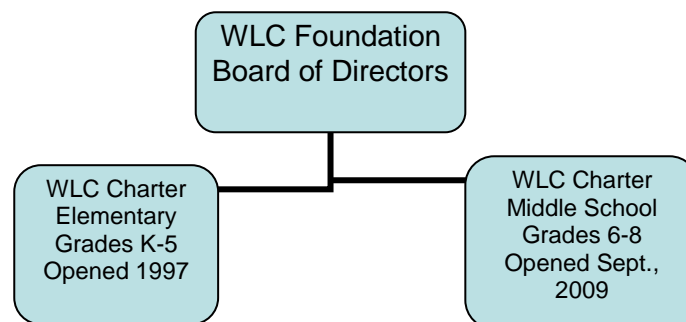
2009-- Title I Award Academic Achievement Award

2007--Charter School of the Year

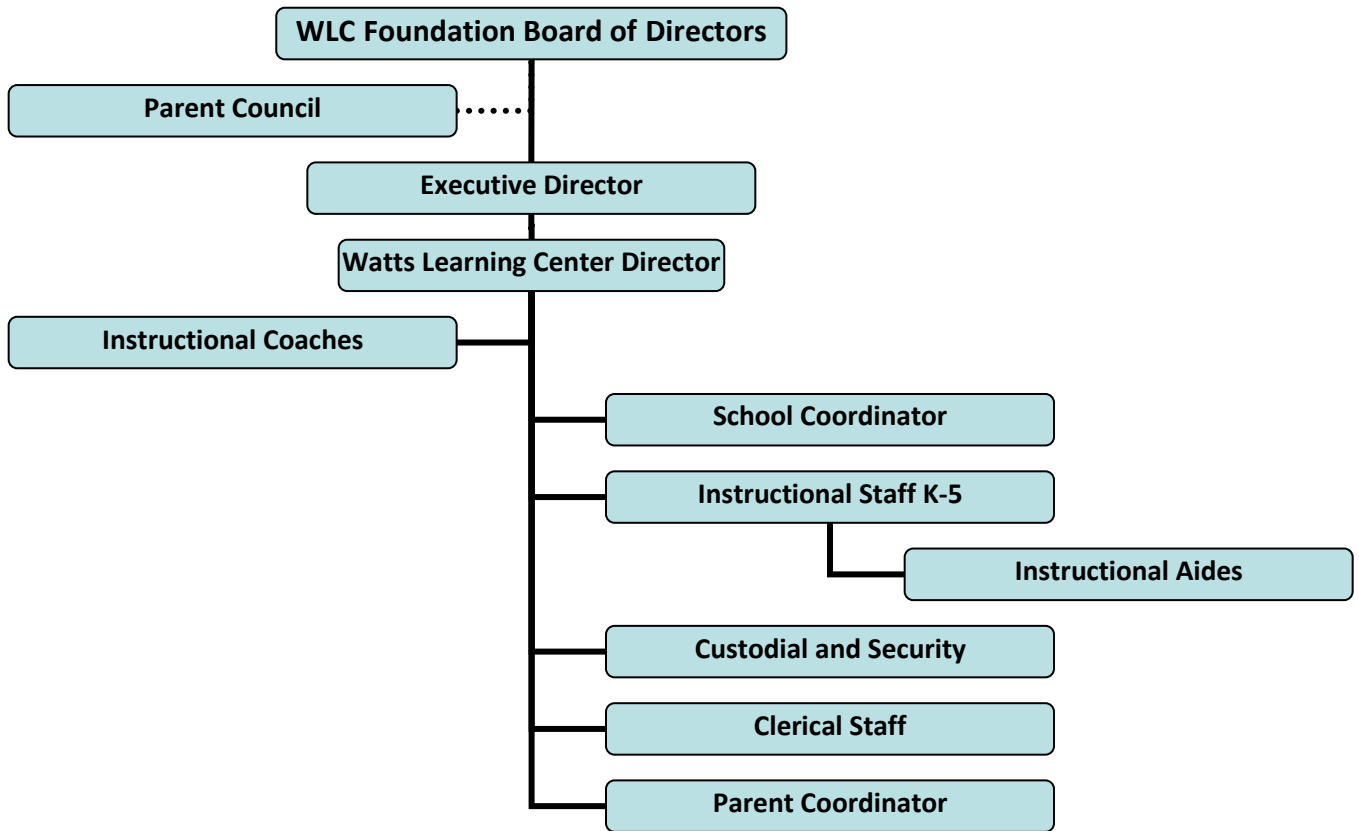
2007--Mayoral Certificate of Appreciation

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

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



WATTS LEARNING CENTER CHARTER SCHOOL ORGANIZATIONAL CHART



LAUSD REQUIRED LANGUAGE: GRIEVANCE PROCEDURE FOR PARENTS AND STUDENTS

Watts Learning Center Charter School will 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 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Watts Learning Center Charter School will adopt and publish grievance 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 will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

LAUSD REQUIRED LANGUAGE: LAUSD CHARTER POLICY

The Watts Learning Center Charter School will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

LAUSD REQUIRED LANGUAGE: RESPONDING TO INQUIRIES

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

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

PUBLIC LAWS

WLC agrees to comply with all laws that apply to public agencies.

LAUSD REQUIRED LANGUAGE: *NOTIFICATIONS

Notification is to be made to the Innovation and Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Watts Learning Center.

ELEMENT 5 – QUALIFICATIONS OF SCHOOL EMPLOYEES

This section addresses section 47605 (b) (5) (E) of the charter school law, which requires a description of the “qualifications to be met by individuals to be employed by the school,” and section 47605 (1), which states:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

LAUSD REQUIRED LANGUAGE: EMPLOYMENT QUALIFICATIONS

Watts Learning Center Charter School believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified 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 extended to all aspects of the employer-employee relationship, including recruitment, hiring, up-grading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

SCREENING AND DOCUMENTATION

Before beginning employment at the Watts Learning Center, all employees must provide documentation required for United States employment and that required by the state of California for public school employees. The Board of Directors adopted policy is that the Personnel Committee must receive an application, documentation with regards to college graduation, credentials and/or supportive documents of credentials, identification along with social security card to establish a base for a competitive interviewing process.

Employees are selected by an open, competitive process. The Faculty members of the Watts Learning Center are selected by the Personnel Committee of the Board of Directors, Director and a Teacher rep. The Executive Director and Director are selected by the Board Personnel Committee. Other employees are recommended to the board for hiring by the Director. The process for termination is found in the *Watts Learning Center Charter School Personnel Handbook*.

Watts Learning Center Charter School will adhere to California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. The Charter School shall require its employees to be examined for tuberculosis in the manner described in Education Code section 49406 and furnish a criminal record summary as described in Ed Code 44237. Employees must also

- have documents that establish legal employment status.
- Provide a full disclosure statement regarding prior criminal record.
- Sign-off on Child-Abuse Policy.

Employee's job duties and scope of work are set forth in employment agreements. The agreements reference the The WLC Personnel Handbook and are at-will employment agreements. All agreements not specifically stating that they are employment contracts will be deemed to be at-will employment agreements. Agreements may be renewed based on demonstration of meeting or exceeding the requirements of individual agreements and adhering to policies, procedures, and expectations. These expectations are designed to support the mission and vision of the school and to comply with state laws.

The employment procedure will include a written application, review of references, interviews by the Director and or the Executive Director and the assessment of skills—especially if the position is for a position requiring specific, technical skills. The interview process may also include teachers, and other staff members. Teachers must demonstrate a lesson with a group of students as a part of a multiple step hiring process. Prior to the signing of agreements, applicants will spend time with the Director or other staff members to ensure that they understand and share the school's mission and vision.

EMPLOYEES SUPPORT MISSION AND VISION

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

TEACHERS

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

Procedures for Hiring Teachers

1. If candidate passes the screening, he/she is invited in for an in-person interview with the Director, a teacher, board member and parent. Screening includes:
 - ♦ A careful review of credentials and experience.
 - ♦ A phone interview, where the candidate must talk about his or her personal and professional experiences.
 - ♦ A survey designed to ascertain his or her philosophy of teaching/learning.
 - ♦ A survey of his or her knowledge of research-based reading practices and philosophy.
2. If successful, the candidate would return for 2-4 hours of classroom observation on one or multiple grade levels and asked to provide a short assessment (narrative) of what he/she believed worked and didn't work in the classroom lessons.
3. Successful candidates would be asked to return to provide demo lessons at the school (or in the case of beginning a new school, at their current school, if possible). These demos would be reviewed by a three-person hiring committee made up of the Executive Director, Director, and a classroom teacher, or an Instructional Coach or the School Coordinator.
4. A formal interview with hiring committee would be conducted and then an offer would be made, if appropriate.
5. The Board of Directors ratify the hire.

WLC teachers are dedicated professionals, and their actions and appearance reflect that dedication. They not only care deeply about WLC students and families, but they also act creatively to assure that students attain their highest potential. They do not accept any excuse for low performance.

As lifelong learners, WLC teachers constantly work to improve their skills, knowledge and use of effective instructional practices. They work as a team, learning from each other and cooperatively and continuously developing a program of academic excellence.

Watts Learning Center's teachers are expected to:

- Embody the mission, vision and educational philosophy as well as the goals and expectations of the school

- Provide a safe, nurturing and peaceful classroom environment that reflects WLC's academic program.
- Provide a high-quality and highly effective curriculum and instruction
- Use educational technology in the classroom to facilitate learning and enrich the curriculum
- Participate in the process of data analysis and the continual assessment of student progress in order to make relevant instructional decisions to meet the needs of students
- Maintain accurate and timely records
- Regularly collaborate with peers to facilitate professional and personal growth of self, grade level, and school
- Continually seek professional growth according to the instructional and programmatic priorities of the school
- Promote open communication with parents and community members through daily actions
- Maintain regular, punctual attendance as a model to students

As required by law, all Charter School teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. WLC Charter School will comply with NCLB requirements for teachers and paraprofessionals. It is the responsibility of each teacher to maintain the qualifications required by the California Commission on Teacher Credentialing. The Director and the Personnel Committee of the WLC are responsible for monitoring and ensuring all credentials are current. A copy of each teacher's credential is kept in his or her personnel file in the school office. The Director monitors the course work and BTSA program for teachers who hold preliminary credentials. Teachers who must renew clear credentials are reminded annually of professional development requirements and are required to submit evidence of the renewal application at least 30 days prior to the expiration of the current credential.

INSTRUCTIONAL AIDES

The Watts Learning Center Board of Directors believes high-quality instructional aides are another important element of our success as a school. Aides assist in each classroom, in the intervention programs and in the after school extended learning program. The aides are dedicated and committed to the vision and mission of the WLC. Aides work to improve their effectiveness as an important part of the instructional program through participation in skills enhancement programs. All aides hold Associate of Arts, undergraduate or graduate degrees. ***All aides must meet the requirements of No Child Left Behind.***

Aides work cooperatively and collaboratively with the WLC team to promote academic excellence.

ADMINISTRATION

While the faculty team that consists of teachers and aides is charged with the academic, social, physical and emotional development of WLC students, the administrative team is responsible for overseeing the curriculum, instruction, finance and operations of the school and continued commitment to the "Watts Learning Center Way". These employees, like the faculty, are "self-confident, ethical and motivated to be lifelong learners."

To foster academic excellence, the Board of Directors has established an administrative team with two positions. The team consists of the Executive Director, and the Director or principal. The Executive Director is the on-site financial manager. The Executive Director approves expenditures, and makes deposits of all income. The administrative team works to continue the culture of learning, ensure the high academic achievement of WLC students and the fiscal accountability of WLC.

The ***Executive Director*** is hired by the Board of Directors and serves as a liaison between the Board of Directors, community, administrative team and universities and monitors the execution of board policy. The Executive Director works closely with the Director to carry out the vision and mission of the school. The Executive Director has a comprehensive knowledge of the management and

operations of a public elementary school and is knowledgeable about current developments in education.

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

A COLLABORATIVE WORK ENVIRONMENT

The WLC believes the collaborative work environment motivates all of its employees and volunteers to come together to carry out the vision and the mission of the school with the primary emphasis on high academic achievement of students within the context of educating the whole child. The work environment includes the regular instructional program staff, instructional coaches who have expertise in core subjects, Senior Corps Foster Grandparent Program volunteers, AmeriCorps VISTA volunteers, STAR After School Program extended learning and enrichment staff, office staff, health and safety staff and parent, family and community volunteers.

PERSONNEL POLICIES AND RESPONSIBILITIES

The WLC Personnel Handbook outlines in detail the responsibilities of the Watts Learning Center to its employees, the expectations and conditions of employment and the employee roles, duties and responsibilities. The policies are recommended by the Personnel Committee and approved by the Board of Directors. The Personnel Committee consists of three board members. The Personnel Handbook is reviewed by the Personnel Committee annually. All staff receive a copy of the Personnel Handbook upon employment and continue to receive revisions approved by the Board of Directors. These policies will continue to be reviewed and monitored by the governing Board and are subject to review during annual oversight by the District

CLASSIFIED EMPLOYEE EVALUATIONS

- Job duties are outlined upon hiring. These may change from time to time. At the beginning of the school year the Director informs employees of the criteria used in the evaluation process.
- An opportunity is provided to the employee to self-evaluate and identify goals for the year concerning his/her job performance.
- Performance observations are ongoing
- A conference is held with the employee to discuss his/her evaluation.
- If improvements are needed, they are noted with a timeline for improvement.
- If necessary, a second conference with the employee is held to discuss his/her progress in the improvement of performance.

DISCIPLINARY OFFENSES.

It is not possible to provide employees with a complete list of disciplinary offenses. Clearly such things as stealing, lying, fighting, and the use of offensive or abusive language are unacceptable. The following is a partial list of other types of conduct that may result in disciplinary action, up to and including immediate discharge.

- Falsification of, destruction of, or material omissions on, forms, records or reports, including time cards and job application materials.
- Actual or threatened physical violence towards anyone.
- Possessing or bringing firearms, weapons, alcohol, illegal drugs, or chemicals on company property.
- Any disrespectful conduct to a superior, including insubordination or refusing to follow a director's direction.

- Unauthorized possession or removal of company or employer property, records, or other materials.
- Initialing another employee's time card, or requesting another individual to initial one's timecard.
- Destroying or damaging WLC employee property, records, or other materials.
- Violating safety-or health rules or practices or engaging in conduct that creates a safety or health hazard.
- Disclosing confidential information,
- Using, possessing, distributing, transferring, or being under the influence of alcohol or unlawful drugs while on duty, while on WLC property, or while engaged in WLC business. .
- Sleeping while on duty.
- Leaving one's assignment on WLC property without approval prior to the end of the scheduled time.
- Sexual harassment or other unlawful harassment, threat, intimidation, or coercion of any other employee, volunteer, student or parent.
- Unsatisfactory job performance.
- Creating a disturbance.
- Unexcused absence.
- Excessive tardiness and absenteeism.
- Engaging in rude or discourteous conduct.
- Theft or destruction of school property.
- Fighting or provoking a fight on school time or property.

DISCIPLINARY ACTION.

Employees are expected to exercise good judgment and common sense in determining appropriate conduct. In-service staff training and on-going evaluations will be practiced in an effort to limit if not deter unprofessional conduct among staff. Violation of school policies or standards of conduct will result in warning, termination, or other appropriate disciplinary action, up to and possibly including immediate termination. In any case, if the situation should arise the following measures will generally be implemented after each incident.

1. **First Incident:** A meeting will be held to discuss the unsatisfactory act. At this time, a written Plan for Correction will be reviewed and discussed with staff member, who will be asked to write their comments in the section provided and sign. A notice of unsatisfactory acts shall remain in the personnel file.
2. **Second incident:** The step above may be repeated plus a 1-day suspension without pay.
3. **Third Incident:** Dismissal.

If the unsatisfactory act threatens the safety and well being of the students, parents and/or other staff members, Watts Learning Center retains the right to dismiss said employee, immediately. All staff members have the right to due process during any step of the above. From time to time, these procedures may be revised in accordance with policies adopted by the Governing Board.

EMPLOYEE COMPLAINT RESOLUTION PROCEDURE.

A claim by an employee that a term of employment at WLC has been misinterpreted, misapplied, or violated with respect to that employee shall be resolved through the following process set forth below. The term "claim" shall have the meaning specified in this paragraph.

STAGE I THE DIRECTOR. Any employee having a complaint shall present the complaint in writing to the WLC director within twenty-one (21) business days of the event or condition giving rise to the complaint. The director shall meet with the employee. If the complaint is not resolved within ten (10) business days of receipt by the director, the complaint shall be deemed denied.

STAGE 2 -PERSONNEL CHAIRMAN OR BOARD OF DIRECTORS' DESIGNEE.

Following Stage 1, any employee has the right to ask the personnel chairman of the WLC Board or alternative designee of the Board to investigate the claim. All claims to the personnel chairman of the WLC Board of Directors must be submitted in writing within four calendar days after the ten-day resolution period in Stage 1. If necessary, the personnel chairman or board designee will meet with the employee and other persons as determined by the personnel chairman or designee. The personnel chairman or designee shall render a decision within twenty-one (21) business days after the receipt of the claim.

STAGE 3 - THE CLAIMS COMMITTEE. Within fourteen (14) business days of the decision by the personnel chairman or designee, a written appeal may be submitted to the WLC Claims Committee. The Claims Committee shall consist of three members of the WLC's Board of Directors. The claimant shall mail or personally deliver to the personnel chairman a copy of the appeal at the time he/she submits the appeals to the Claims Committee. The personnel chairman shall submit a reply to the Claims Committee within seven (7) business days from the date of the filing of the appeal.

The Claims Committee may investigate the claim in any manner it deems proper. The Claims Committee shall render a decision on the appeal within fourteen (14) business days after filing of the appeal. The full Claims Committee must render a decision.

CERTIFICATED EMPLOYEES EVALUATION

The Director conducts daily observations of classrooms and holds weekly meetings to provide collaborative review of expectations and staff performance. Beginning this year (2012-2013), the Charter will implement **Charlotte Danielson's Framework for Teaching**. Each teacher and instructional support staff member will use the Four Domains' Self-Assessments instruments to assess his or her performance on each domain. Following the self-assessments, each teacher will create an individualized professional development plan for which s/he will set 1 to 3 goals related to a selected domain or domains. If an administrator believes that it is essential for a teacher to improve in some aspect of teaching, then the administrator places the teacher on an ***improvement plan***. The goals for teachers on an ***improvement plan*** are set by the Director in collaboration with the teacher. All plans document the teacher's growth through observations and artifacts. Artifacts may include (1) a unit plan with assessments, (2) assignment samples of students' work, (3) video tapes (4) communication with families, (4) instructional and non-instructional records and (5) evidence of professional development –includes sharing expertise with colleagues.

The process for informal and formal observations of teachers have been described in ***Element 1 under professional development***.

WLC Charter School administration believes that teachers need support and continued professional development to be successful. However, there are times when a teacher is incapable of providing the best instructional service to children or may not, in the end, be the right fit for the school. In that case, WLC deems it necessary to terminate the teacher, but not without an extensive review and process, which includes the following steps:

1. Once the Director becomes aware that a teacher is having difficulty, the Director will formally observe the teacher's instruction over the course of several days and take notes in order to identify specific problems—planning, classroom environment, delivery of instruction and professional responsibilities. . The Director may also have the Instructional Coaches make observations. This would provide another perspective on teacher strengths and weaknesses. The Director and Instructional Coach compare notes on the classroom observations and discuss strategies for providing support for the teacher. The Director then schedules a conference with the teacher.

2. During the conference, the teacher will be asked to discuss and reflect on his or her performance. Lesson plans, student work, and other artifacts will be assessed. The Director will discuss concerns with the teacher and point out areas where the teacher requires improvement. These areas of improvement will be divided into sections from changes that can be made immediately to those that may take more time. The director will schedule another conference in a set period of time and will inform the teacher that he/she will be observed again, several times during this period. The subsequent observations may be video taped. In many instances, an Instructional coach and or a peer will be asked to provide coaching and other support for the teacher or the director may provide additional support. The teacher may visit other classrooms, other schools or be given professional development by an Instructional Coach.
3. 4. During the next conference, if improvements have not been made, the director will either give the teacher a directive to change a practice immediately (depending on the situation) or will require termination if it is determined that the teacher is unable to (or unwilling to) change and is not a right fit for the school.
4. If the teacher has made some improvements then there will be constant review until the School Director (and possibly, Instructional Coach) is satisfied and the teacher has received a formal, positive assessment.

The process for termination varies in the amount of time it takes and on the situation. The termination of any employee is always an action of last resort at WLC. All except one of our teachers have been with the school four years or more. Most have been with the school 7 years or more.

The Executive Director conducts periodic observations of classrooms, data, common planning and staff meetings to facilitate a collaborative review of expectations and performance of the Director. A year-end performance evaluation of the Director is conducted by the Executive Director and Personnel Committee. The performance evaluations of other personnel including teachers, is conducted by the Director. The Executive Director is evaluated by the Governing Board.

DUE PROCESS

All staff members (with the exception of the Executive Director) will have due process rights that include:

- Right of just cause discipline and dismissal;
- Right to mediation and a fair hearing if necessary before the Governing Board.
- Right to appeal before a free state arbitrator (offered to small school districts); and
- Right to binding arbitration conducted by a paid arbitrator.

An employee will have a maximum of 30 days to request binding arbitration. The process of binding arbitration will take no less than 10 days and no more than 30 days, for any case. The decision of binding arbitration is final and no further action can be taken by the employee.

The Executive Director will be notified in writing of any Board concerns and must respond within two weeks, both in writing and orally, his or her views or resolutions to the Board's concerns. If, in the opinion of the Board, these concerns have not been adequately met or addressed in a timely manner, the Board may choose to replace the Executive Director by a majority vote of the Board.

COMPENSATION AND BENEFITS

WLC revises its salary schedules on an annual basis. It will continue to use the Los Angeles County Office of Education payroll system. Employees receive monthly pay.

The WLC strives to offer pay comparable to the surrounding California school districts.

WLC will continue to provide medical, dental, vision, life and short/long-term disability insurance to full-time qualified employees. It will continue to provide worker's compensation insurance, unemployment insurance and any other insurance required by law to all employees.

All full-time employees, as a benefit of employment at Watts Learning Center Charter School, are provided individual membership benefits in the California Charter School Association.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

This section addresses 47605 (b) (5) (F) of the charter school law, which requires a description of:

“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.”

The Watts Learning Center will comply with all health and safety laws and regulations that apply to charter schools, including those required by CAL/OSHA, the California Health and Safety Code, and EPA. Watts Learning Center will also comply with the California Healthy Schools Act.

LAUSD REQUIRED LANGUAGE: FINGERPRINT CLEARANCE

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

While on campus, WLC students will be supervised at all times by teachers, paraprofessionals, or other qualified adults. WLC will continue to follow the methods for reporting child abuse, acts of violence, sexual harassment and other improprieties as mandated by federal, state, and local agencies.

LAUSD REQUIRED LANGUAGE: COMPLIANCE WITH FERPA

The Watts Learning Center, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

IMMUNIZATIONS AND TESTS

The California Education Code Section 49406 requires all California School District Employees to have an intradermal tuberculin test every 4 years. WLC shall require its employees to be examined for tuberculosis in the manner described in Education Code section 49406. All employees must provide the required TB clearance documentation that shows that within the last 60 days prior to employment, he/she was free from active tuberculosis. Documentation of employees' TB will be reviewed regularly by the Health Aide to determine if that are current as required by law.

WLC Charter School shall require immunization of students as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school. The California Health and Safety Code, division 105, part 2, chapter 1, sections 120325-120380, title 17, division 1, chapter 4, sections 6000-6075, requires that every child entering a California school be immunized against polio, diphtheria, tetanus, pertussis, measles, mumps, rubella, hepatitis B, and chickenpox/a health care provider-documented varicella disease or immunity. Watts Learning Center requires that each student's immunization record be presented to school staff by the parent or guardian and that the record must include the month, date, and year each dose was received. The yellow immunization card or personal record signed or stamped by a health care provider or clinic is acceptable. If student is transferring from one public school within California to Watts Learning Center, proof of immunization of must be provided within 30 days. After 30 days with no valid immunization, "Notice of Exclusion from School Attendance" will be sent or given to the parent. If student is entering Kindergarten,

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

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

HEALTH AND SOCIAL SERVICES

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

WLC Charter School shall provide for the screening of its students for vision, hearing, and scoliosis to the same extent as would be required if the students were attending a non-charter public school. We contract with the District to secure the services of a school nurse who conducts these annual screenings. Paramedic services are used to provide emergency services, The Health Aide maintains pupil's immunization records; administers first aid; and consults with doctors and other health care professionals to meet the medical needs of pupils.

Oral Health Assessment

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

<http://www.cde.ca.gov/ls/he/hn/documents/oralhlthassess.doc>

LAUSD REQUIRED LANGUAGE: SAFETY PLAN

The Watts Learning Center Charter School has a Health, Safety and Emergency Plan. The Watts Learning Center Charter School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

The Charter School's Safety Plan will be reviewed yearly and revised as needed. It will be maintained in the Main Office of the Charter School. A copy is on file in the LAUSD Charter School Division. The Safety Committee monitors and reviews the Safety Plan. Members of the Safety Committee are the Director, School Coordinator, Health Aide, Maintenance Employee, the Office Administrative Assistants, a Classroom Teacher and an Instructional Aide. The Safety Plan includes procedures for:

FIRE DRILLS

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

EARTHQUAKE DRILL

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

EVACUATION PLAN

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

LOCKDOWN DRILL

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

CHILD ABUSE AND NEGLECT REPORTING

- Watts Learning Center will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. WLC staff must report to the proper authorities if they suspect the following occurring to a student:
 - Neglect
 - Abuse
 - Sexual assault

- Willful cruelty or unjustifiable punishment
- Abuse in out of home care
- Cruel or inhumane corporal punishment or injury

The reporting staff member need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse. If requested, the Director will work with all staff members to ensure that all appropriate steps are taken if a suspected child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the Director/Principal and proper authorities. The first staff member to have primary knowledge of the suspected abuse will be responsible for providing all the necessary information and child abuse reports to the appropriate authorities, Department of Children Services (800-540-4000) and the Los Angeles Police Department.

BLOOD-BORNE PATHOGEN POLICY

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

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

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

The Watts Learning Center will continue to develop health, safety, and risk management guidelines in consultation with its insurance carriers. Food service will continue to be monitored by the California Department of Education.

LAUSD REQUIRED LANGUAGE: 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 and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional 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 provisions 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/\$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. Fidelity Bond coverage shall be maintained by the 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-insured 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 participates in competitive interscholastic or intramural sports programs.

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

LAUSD REQUIRED LANGUAGE: EVIDENCE OF INSURANCE

The Watts Learning Center shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 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 by 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 Watts Learning Center 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 Watts Learning Center.

LAUSD REQUIRED LANGUAGE: HOLD HARMLESS/INDEMNIFICATION PROVISION

To the fullest extent permitted by law, the Watts Learning Center does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. The Watts Learning Center 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 attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the Charter School, and their officers, directors, employees or volunteers. Moreover, the Watts Learning Center agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

ELEMENT 7 – RACIAL AND ETHNIC BALANCE

This section addresses 47605 (b) (5) (G) of the charter school law, which requires a description of:

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

Students of any racial or ethnic group are welcome at the Watts Learning Center. Charter School shall not discriminate against any student on the basis of disability, gender, 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. Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations.

LAUSD REQUIRED LANGUAGE: *COURT-ORDERED INTEGRATION

The Watts Learning Center 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio.

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 Targeted 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.

METHODS OF RECRUITMENT

Almost all of WLC’s openings occur in Kindergarten. Each year the WLC is publicized in all of the Head Start Centers in the vicinity. Listings are placed in CDE and Charter School directories and with the LAUSD Charter School Division. Most WLC students live in the general vicinity of the WLC. Historically, at WLC approximately 20 – 30% of entering students are siblings of current WLC students.

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

LAUSD REQUIRED LANGUAGE: *NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS

The District and Watts Learning Center Charter School 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. Public School Choice (“NCLB-PSC”) placement with charter schools is an

alternative strongly encouraged by the No Child Left Behind Act of 2001 ("NCLB"). The Watts Learning Center Charter School 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 Watts Learning Center Charter School shall have the right to continue attending Watts Learning Center Charter School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Watts Learning Center Charter School shall end in the event the NCLB-PSC student's resident District school exits Program Improvement status.

Watts Learning Center Charter School will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. Watts Learning Center Charter School will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the 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 Watts Learning Center under the NCLB-PSC program increases in subsequent years, Watts Learning Center agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

LAUSD REQUIRED LANGUAGE*FEDERAL COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Watts Learning Center 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. WLC understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Watts Learning Center 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 I, 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 I meeting for parents of participating Title I students
- 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 I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

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

ELEMENT 8 – ADMISSION REQUIREMENTS

This section addresses section 47605 (b) (5) (H) of the charter school law, which requires a description of “Admission requirements.

LAUSD REQUIRED LANGUAGE:

McKinney-Vento Homeless Assistance Act

The WLC Charter School will 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. The WLC Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students, which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

ADMISSION REQUIREMENTS AND PROCESS

The Watts Learning Center is a public school. It does not and will not charge tuition. It is non sectarian. Its admission policies and practices are consistent with the statement found in Element 7- Racial and Ethnic Balance; *“Students of any racial or ethnic group are welcome at the Watts Learning Center. We do not discriminate on the basis of race, ethnicity, national origin, sexual orientation, gender or disability.”*

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

The application period begins the second week in January and ends the last Friday in March of each year at 4:00 PM.. During this time, the WLC publicizes parent information sessions about its school and the open enrollment process. This is done by distributing flyers in English and Spanish and displaying banners around the school. The information sessions describe the school’s programs to families who have an interest in enrolling their children in the WLC the following school year. The sessions are conducted by the administration and staff in both Spanish and English. Attendance at the information sessions is strongly encouraged, but is not required to be eligible for enrollment or to participate in the lottery. During this period—January—March, all parents interested in having their child attend WLC will be given a lottery Form to complete. The lottery form is in both English and Spanish.

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

Each form will be stamped with a number and then placed in a container by the parent or guardian after the form is completed. The parent will keep a copy of the numbered lottery form.

A separate container will used to hold the lottery forms of prospective Kindergarten students.

In the event that the number of students who wish to attend WLC, exceeds the schools capacity, a lottery will be held on the first Saturday in April at 10:00 AM. in the school’s community center.

On the day of the lottery, the steps will be posted and will be explained in English and in Spanish.

The kindergarten lottery will be held first. This will be followed by the lottery to fill spaces in grades 1 – 5. Parents do not have to be present.

As each form is drawn, the number and name of the student will be listed on a chart and entered in to a table in a school computer. The siblings of Kindergarten students who are selected in the lottery,

will receive preference for open slots in grades 1 – 5. Who these students are will be determined before the lottery for grades 1 -5 is conducted.

Each family will be notified of the lottery results by USPS mail and by phone. The notice will be mailed within 5 business days after the close of the lottery. Each family will be informed as to whether there is an immediate opening or if the child is on the waiting list created by the lottery.

The parent must accept the offer of enrollment within 7 working days after the mailing of the lottery results. We will also phone parents who do not respond to the mailing within the seven days. They will then have an additional 3 days to accept the placement.

After the lottery process for a given year is complete, the same notification procedures and timeline will be used for those on the waiting list admitted to the school.

All lottery forms will be kept on file. We will also maintain a digital list that will include space for notations related to communications with the each family, who enrolled, etc.

A teacher or the Director meets with the parent and pupil of each entering student to discuss the instructional program, expectations of parent involvement and any questions the parent might have. Parents are given a copy of the *Watts Learning Center Parent/Student Handbook* (see the appendix) in the meeting. The individual conference is important for conveying to each family the importance of the school and family working together to promote the child's academic achievement.

WRITTEN ATTENDANCE RECORDS

We confirm that our school will conform to Section 47612.5 (a) (2) of the California Education Code, which states:

“Notwithstanding any other provision of the law and as a condition of apportionment, a charter school shall do all of the following...(2) Maintain written contemporaneous records that documents all pupils attendance and make these records available for audit and inspection.

We confirm that we conform.

RESIDENTS AND 19 YEAR-OLDS

We confirm that our school will conform to Section 47612 (b) of the California Education Code, which states:

“The average daily attendance in a charter school may not, in any event, be generated by a pupil who is not a California resident. To remain eligible for generating charter school apportionments, a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma.”

We confirm that all of our students will be California residents. We also promise never to admit 19 year-olds, even if they have been continuously enrolled in public school and are making progress toward a diploma.

ELEMENT 9 – ANNUAL FINANCIAL AUDIT

This section addresses section 47605(b) (5) (1) of the charter school law, which requires a description of:

“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.”

LAUSD REQUIRED LANGUAGE: *DISTRICT OVERSIGHT COSTS

The District may charge for the actual costs of supervisorial oversight of the 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 Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

LAUSD REQUIRED LANGUAGE: BALANCE RESERVES

Additionally, the Charter School will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

***LAUSD REQUIRED LANGUAGE: 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. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the 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.

The Watts Learning Center Board of Directors will continue to retain a qualified Certified Public Accountant familiar with school finances and operations to audit the school’s financial records annually. The audits will verify the accuracy of the school’s financial statements, review the schools internal controls, and assure that our financial statements conform to Generally Accepted Accounting Principles (GAAP). The school shall be open to any and all audits by the State and Federal Government as deemed warranted.

The Board of Directors agrees to notify all stakeholders of any exceptions and deficiencies within thirty days of receiving the auditor’s report, along with a corrective action plan as to how the deficiencies and exceptions will be resolved to the satisfaction of all stakeholders (LAUSD, CDE, LACOE and Federal Government).

LAUSD REQUIRED LANGUAGE: 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 their 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 it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it 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 the Charter School's financial information,
- The Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Watts Learning Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

The Watts Learning Charter School will develop and maintain internal fiscal control policies governing all financial activities.

FINANCIAL REPORTING

The Charter School shall submit the following required District reports at due dates indicated.

Provisional Budget - Due spring prior to operating fiscal year

Final Budget - Due July of the budget fiscal year

First Interim - Due November of operating fiscal year

Second Interim - Due February of operating fiscal year

Unaudited Actuals - Due July following the end of the fiscal year

Audited Actuals - Due December 15 following the end of the fiscal year

Classification Report - Due monthly the Monday after close of the last day of the school month

Statistical Report - Due monthly the Friday after the last day of the school month

P1 - Due first week of January

P2 - Due first week of April

Bell Schedule - Due Annually by November"

The Watts Learning Center Charter School shall transmit a copy of its annual, independent financial audit report for the preceding fiscal year, to the County Office of Education, State Controller and the State Department of Education by December 15 of each year in accordance with Ed Code 47605.

For financial projections, see Appendix.

The Board of Directors establishes the process for investment procedures and deposit of funds. Adequate cash flow is insured by maintaining a cash reserve account and a relationship with a financial institution.

ELEMENT 10 – SUSPENSION/EXPULSION PROCEDURES

This section addresses 47605 (b) (5) (J) of the charter school law, which requires a description of:

“The procedures by which pupils can be suspended or expelled.”

The Watts Learning Center will follow the California Education Code regarding suspension and expulsion as outlined under *Section 48900 et seq.*

LAUSD REQUIRED LANGUAGE: SUSPENSIONS AND EXPULSIONS

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

WLC Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

WLC Charter School shall ensure the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

WLC Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. WLC Charter Schools will also ensure staff is knowledgeable about and complies with the District's Discipline Foundation Policy. If the student receives or is eligible for special education, the WLC Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

WLC Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the WLC Charter School, the WLC Charter School shall forward student records upon request of the receiving school district in a timely fashion. WLC Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student's current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion 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; and
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the

misconduct caused by, or directly and substantially related to the students disability: B) Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

WLC SUSPENSION AND EXPULSION POLICIES AND PROCEDURES

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Watts Learning Center Charter School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Watts Learning Center Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the ***Student Handbook***, which is sent to each student at the beginning of the school year.

GROUND'S FOR SUSPENSION & EXPULSION

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, the following:

- While on school grounds
- While going to or coming from school
- During lunch period, whether on or off the campus
- During, or while going to or coming from, a school-sponsored activity.

The Watts Learning Center Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. These policies and procedures will continue to be reviewed and monitored by the governing Board and are subject to review during annual oversight by the District.

As of this application, the Watts Learning Center has never expelled a student from its elementary school. We strive to create a climate and culture that develops the whole child—socially, emotionally and academically. However, we are aware that expulsion may become necessary under certain conditions and have used California law to guide our policy and decisions: California law has developed three levels of offenses:

Mandatory Expulsions

1. Watts Learning Center's Administrative panel will expel, for one calendar year, any student who brings a firearm to school and will refer the case to law enforcement.

Mandatory Suspensions:

2. Consistent with the California law, Watts Learning Center Director will suspend for 5 days and will recommend for expulsion any student who :

- Possesses, sells, or otherwise furnishes a firearm
- Brandishes a knife at another person
- Sells a controlled substance
- Commits or attempts to commit a sexual assault or sexual battery
- Possesses an explosive

A student who possesses a firearm will be referred to law enforcement. The suspension may be extended while the expulsion is being considered.

Discretionary Expulsion

3. These infractions require that the decision to expel a student be based on one of the following findings:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. Due to the nature of the act, the presence of the pupil causes continuing

The following Offenses that do not require expulsion but for which one of the two findings above must be determined before an expulsion can take place include:

- Causing serious physical injury to another person, except in self-defense
- Possession of any knife or other dangerous object of no reasonable use to the pupil
- Unlawful possession of any controlled substance, except for the possession of not more than one ounce of marijuana
- Robbery or extortion
- Assault or battery on any school employee

The following offenses and behaviors may also lead to suspension and possible expulsion if a student:

- Disrupted school activities or willfully defied the valid authority of school personnel.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive

to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Suspensions, when not including a recommendation for expulsion, ***shall not exceed five (5) consecutive school days per suspension.***

PROCEDURES FOR SUSPENSIONS

Suspensions shall be initiated according to the following procedures:

NOTICE TO PARENTS

- Parents and students will have due process rights with regards to suspensions and expulsions. At the time of a student's suspension, a school employee shall make a reasonable effort to contact the parents by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense committed by the student. In addition, the notice will also state the date and time the student may return to school.

CONFERENCE

- Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted when the parent comes to pick up the student from school. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. If the school is unable to reach a parent or guardian after all avenues are exhausted, a notice may inform the parents that they are required to respond without delay, and that violation of school policy can result in expulsion from the school.

DETERMINATION OF LENGTH OF SUSPENSION

- The length of the suspension will be determined by the Director, the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 continuous days unless the suspension is extended pending an expulsion hearing. A student may be suspended from school for not more than 20 school days in any school year; this restriction on the number of days of suspension does not apply, however, when the suspension is extended pending an expulsion. Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension or pending an expulsion hearing.

APPEAL OF SUSPENSION

The suspension of a student will be at the discretion of the Director or her designee. Parents can appeal a suspension with a written request within 48 hours to the Executive Director.

PROCEDURES FOR A SUSPENSION PENDING EXPULSION

- Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the

following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing before an Administrative Panel appointed by the board to determine whether the student should be expelled. The Administrative Panel will consist of three to five certificated teachers from the school site who are not teachers of the pupil or teachers involved in the incident, and (1-2) Board members of the Charter School's governing board. The Administrative Panel may decide to expel any student found to have committed an expellable offense. Unless postponed for good cause, the hearing shall be held within ten (10) school days after the Director or designee determines that the Pupil has committed an expellable offense.

The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

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

If the student is to be expelled, the WLC will notify the District in which the student resides. Students who are expelled may seek alternative education programs within the District or the county of residence.

RECORD OF HEARING

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

PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel, determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as

defined in *Education Code Section 48900*, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

If the student is not expelled, the pupil shall immediately be returned to his/her educational program.

WRITTEN NOTICE TO EXPEL

The Director or designee following a decision of the Administrative Panel, shall send written notice of the decision to expel, including the Administrative Panel's findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Watts Learning Center Charter School.
3. Notice of any appeal options; and information about alternative placement options.

The Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

DISCIPLINARY RECORDS

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

EXPELLED PUPILS/ALTERNATIVE EDUCATION

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

APPEALS PROCESS

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

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

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

LAUSD REQUIRED LANGUAGE: OUTCOME DATA

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

LAUSD REQUIRED LANGUAGE :REHABILITATION PLANS

Pupils who are expelled from the WLC Charter School shall be given a rehabilitation plan upon expulsion as developed by the WLC 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the WLC Charter School for readmission.

LAUSD REQUIRED LANGUAGE :READMISSION

The WLC 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, the WLC Charter School's governing board shall readmit the pupil, unless the WLC Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered. The WLC Charter School is responsible for reinstating the student upon the conclusion of the expulsion period.

LAUSD REQUIRED LANGUAGE :SPECIAL EDUCATION STUDENTS

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, the WLC Charter School will ensure that it follows the 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 the 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 Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the 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?

LAUSD REQUIRED LANGUAGE :GUN FREE SCHOOLS ACT

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

ELEMENT 11 – RETIREMENT COVERAGE (PERS/STRS)

This section addresses section 47605 (b) (11) of the charter school law, which requires a description of:

“The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or Federal Social Security.”

Watts Learning Center employees participate in the Federal Social Security System and have access to other school sponsored retirement plans according to policies adopted by the Board of Directors. The school retains the option of continuing to participate in the State Teachers Retirement System and Public Employees Retirement System.

STATE TEACHERS’ RETIREMENT SYSTEM (STRS)

All full-time certificated Watts Learning Center teachers are eligible for STRS. All teacher contributions are matched by Watts Learning Center and all withholdings are sent to STRS as required. All contributions are deducted through the Human Resource System (HRS) managed by LACOE. All contributions and reconciliations of STRS is processed and managed by the Los Angeles County Office of Education and reports are sent to Watts Learning Center for verification.

PUBLIC EMPLOYEES’ RETIREMENT SYSTEM (PERS)

All full-time classified Watts Learning Center employees are eligible for PERS. All employee contributions are matched by Watts Learning Center and all withholdings are sent to PERS as required. All contributions are deducted through the Human Resource System (HRS) managed by LACOE. All contributions and reconciliations of PERS is processed and managed by the Los Angeles County Office of Education and reports are sent to Watts Learning Center for verification.

MEDICARE

All employees will pay the required percentage of Medicare.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

This section addresses section 47605 (b) (5) (L) of the charter school law, which requires a description of:

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”

LAUSD REQUIRED LANGUAGE

Pupils who choose not to attend WLC 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

This section addresses section 47605 (b) (5) (M) of the charter school law which requires the following:

“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.”

No LAUSD employee will be required to work at WLC. **LAUSD REQUIRED LANGUAGE:**

Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

ELEMENT 14 – DISPUTE RESOLUTION

Under section 47605 (b) (5) (N) of the charter school law, the WLC petition must describe:

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.”

LAUSD REQUIRED LANGUAGE: MANDATORY DISPUTE RESOLUTION

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

Any Dispute between the District and WLC Charter 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 5:00 PM 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: Watts Learning Center
c/o School Director
310 West 95th Street
Los Angeles, CA 90003

To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th Floor
Los Angeles, California 90017

- (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 Dispute identified in the Written Notice (Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- (3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the matter be resolved by mediation. Each party shall bear its own attorneys fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in

accordance with the commercial mediation procedures of the American Arbitration Association.

- (4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

INTERNAL DISPUTE RESOLUTION

The Board of Directors or Governing Board of Watts Learning Center Charter School will adopt the following internal dispute resolution policy.

This dispute resolution process provides parents, students, and volunteers who have a grievance concerning the school, with a procedure to follow to have the grievance heard by the Director or his or her designee and, if it cannot be resolved at this level, to have it heard by the Governing Board at a regularly scheduled Board meeting.

If a parent disagrees with the established rules on conduct, policies, procedures, or practice, he/she can express this concern directly to the Director. No parent will be penalized, formally or informally, for voicing a complaint with Watts Learning Center Charter School in a reasonable, business-like manner, or for using this dispute resolution process.

The Director is accessible and ready to hear suggestions, concerns, and complaints. Watts Learning Center Charter School cannot act on any problem unless it is aware of it, so we request that complaints be brought to the appropriate party as soon as possible. Parents, staff, community members and students are encouraged to address any concerns to the Director, Executive Director and to Board Members.

While not every problem may be resolved to all parties' complete satisfaction, effort will be made on the behalf of Watts Learning Center Charter School, and its staff, to bring resolution to any problem. This will only be possible through both parties' willingness to listen, attempt toward understanding, and exploration of all aspects of the issue at hand. Through this process, parents, teachers, and management will be able to develop confidence in each other. This confidence is important to the smooth, effective operation of Watts Learning Center Charter School and will directly benefit the students. Watts Learning Center Charter School will strive to provide such an atmosphere at all times. Parents are encouraged to offer positive and constructive criticism.

Misunderstandings and problems arise from time to time in any situation. Differences of opinion will exist. Watts Learning Center Charter School intends for the Charter School environment to be a safe and supportive environment for students, teachers, staff, and parents. The school is committed to creating an honest and open atmosphere in which any problem, complaint, suggestion, or question will receive a timely and respectful response. It is requested that all parties conduct themselves in a congenial manner and communicate with each other with mutual respect at all times.

A complaint may include any feeling of dissatisfaction or injustice in connection with any matter related to the educational program, the Watts Learning Center, or staffing. The following steps should be taken to resolve a dispute:

- Any complaint should be brought to the attention of the respective party as soon as possible with the intention to resolve the issue. If it cannot be resolved at this level, then an appointment should be made with the Director to attempt further resolution.
- The complaint shall be reduced to writing by the complainant and submitted to the Director. The complainant should specify the problem to the fullest extent possible and any remedies sought.
- Following any necessary investigation, and a meeting with the complainant(s), the Director shall prepare a written response to the complainant no later than twenty (20) working days from the date of receipt of the written complaint statement, unless for good cause, and upon notice given, additional time is required for the response.
- If the matter cannot be resolved at the Director level, the complainant is referred to the Executive Director who shall hear the evidence presented by the complainant(s) and the Director. Within three (3) working days from the date of the hearing, the Executive Director shall make a decision on the complaint in writing.
- This decision can be appealed to an Administrative Panel of less than a quorum of board members (three board members appointed by the Board). The Administrative Panel would make a ruling on appeal of the decision by the Executive Director. This decision can be appealed to the full board. The ruling by the full board will serve as the final decision of Watts Learning Center Charter School.

ELEMENTS 15 – DECLARATION OF EXCLUSIVE EMPLOYER

This section addresses section 47605 (b) (5) (O) of the charter school law, which requires:

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter 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).

LAUSD REQUIRED LANGUAGE

The Watts Learning Center Charter School] is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

As such, WLC Charter School will comply with all provisions of the Educational Employment Relations Act (EERA), and will act independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice regarding professional and employment relationships. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.

If the WLC ceases, the employee will be unemployed. In the event a WLC employee is employed by the District, they will no longer be an employee of the WLC.

ELEMENT 16 – SCHOOL CLOSURE

The following are closing procedures that abide by Cal. Educ. Code §47605(b)(5)(P), should the school close for any reason.

LAUSD REQUIRED LANGUAGE REVOCATION

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

- Watts Learning Center Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Watts Learning Center Charter School failed to meet or pursue any of the pupil outcomes identified in the charter.
- Watts Learning Center Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Watts Learning Center Charter School 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 the Watts Learning Center Charter School in writing of the specific violation, and give the Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

***CLOSURE ACTION**

The decision to close Watts Learning Center Charter School either by the Watts Learning Center governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Watts Learning Center Charter School board votes to close the Charter School; or the Charter lapses.

***CLOSURE PROCEDURES**

The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the WLC Charter School will be issued by WLC Charter School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the WLC Charter School by registered mail within 72 hours of the decision to Closure Action. WLC Charter School shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the WLC Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
5. The retirement systems in which the school's employees participate. The WLC Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the WLC Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

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 districts of residence
4. How parents or guardians may obtain copies of student records, 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 should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child'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

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

SCHOOL AND STUDENT RECORDS RETENTION AND TRANSFER

Watts Learning Center Charter School shall observe the following in the transfer and maintenance of school and student records:

1. The Watts Learning Center Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Watts Learning Center Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The 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. The Watts Learning Center Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Watts Learning Center Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Watts Learning Center Charter School for the delivery and/or pickup of the student records.
5. The Watts Learning Center Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Watts Learning Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and 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 if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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.

Watts Learning Center Charter school shall ensure completion of an independent final 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.

The financial closeout audit of the Charter School will be paid for by the Watts Learning Center 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 Watts Learning Center Charter School will be the responsibility of the Watts Learning Center Charter School and not LAUSD. Watts Learning Center Charter School understands and acknowledges that Watts Learning Center Charter School will cover the outstanding debts or liabilities of Watts Learning Center Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Watts Learning Center Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the Watts Learning Center Charter School participates, and other categorical funds will be returned to the source of funds.

Watts Learning Center Charter school shall ensure the completion and filing of any annual reports required. This includes:

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 the 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 for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

DISPOSITION OF LIABILITIES AND ASSETS

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal 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 the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

- a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the [Charter School] Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Watts Learning Center Charter School 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.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. 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 the 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 Watts Learning Center Charter School's right to operate as a Charter School or cause Watts Learning Center Charter School to cease operation. Watts Learning Center Charter School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should 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.

LAUSD Required Language***Facilities**

- ☐ Proposed Charter School Location _____
- ☐ Names of District school sites near proposed location
- ☐ Proposed Charter School to be located within the boundaries of LAUSD.

LAUSD Required Language: 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 the 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 it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services. In the event LAUSD agrees to allow 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 services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant. If Charter School is a sole occupant of 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.

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 school 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 (Americans with Disabilities Act and Section 504).

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of 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.

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

Asbestos Management: The charter school will 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.