LOS ANGELES UNIFIED SCHOOL DISTRICT

Welby Way Charter Elementary and Gifted-High Ability Magnet

A DISTRICT AFFILIATED CHARTER SCHOOL

23456 Welby Way

West Hills, CA 91307

Renewal Petition

Submitted
February 19, 2016

TERM OF PROPOSED CHARTER
JULY 1, 2016 TO JUNE 30, 2021
## TABLE OF CONTENTS

Assurances and Affirmations .............................................................................................................. 1
Element 1 – The Educational Program .............................................................................................. 3
Element 2 – Measurable Pupil Outcomes, and ................................................................................. 45
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured ......................... 45
Element 4 – Governance ...................................................................................................................... 50
Element 5 – Employee Qualifications ............................................................................................... 56
Element 6 – Health and Safety Procedures ......................................................................................... 58
Element 7 – Means to Achieve Racial and Ethnic Balance ................................................................. 60
Element 8 – Admission Requirements .............................................................................................. 61
Element 9 – Annual Financial Audits ................................................................................................. 65
Element 10 – Suspension and Expulsion Procedures ........................................................................ 66
Element 11 – Employee Retirement Systems .................................................................................... 68
Element 12 – Public School Attendance Alternatives ........................................................................ 69
Element 13 – Rights of District Employees ....................................................................................... 70
Element 14 – Mandatory Dispute Resolution ................................................................................... 71
Element 15 – Exclusive Public School Employer .............................................................................. 73
Element 16 – Charter School Closure Procedures ............................................................................. 74
Additional Provisions ........................................................................................................................ 76
Assurances and Affirmations .............................................................................................................. 77
ASSURANCES AND AFFIRMATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).
NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
ELEMENT 1 – THE EDUCATIONAL PROGRAM

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)

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

“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

GENERAL INFORMATION

- The contact person for Charter School is: J. Jennifer Yoo
- The address of Charter School is: 23456 Welby Way West Hills, CA 91307
- The phone number for Charter School is: 818.348.1975
- Charter School is located in LAUSD Board District: 3
- Charter School is located in LAUSD Local District: LDNW
- The grade configuration of Charter School is: K-5
- The number of students in the first year of this Charter will be: 852
- The grade levels of the students in the first year will be: K-5
- Charter School’s scheduled first day of instruction in 2016-2017 is: August 16, 2016
- The current operational enrollment capacity of Charter School is: 852
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional
- The bell schedule (start and end of day) for Charter School will be: 8:01 a.m. / 2:30 p.m.
- The term of this Charter shall be from: July 1, 2016 to June 30, 2021

NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors).
**COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL**

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

Since Welby Way’s conversion to affiliated charter status, our student enrollment has grown each year with a wait list of approximately 400 students every year. Our Academic Performance Index has grown over 40 points.

Within a five mile radius, Welby Way is surrounded by 48 schools, including private schools, independent charter schools, and the Las Virgenes Unified schools. Our objective is to provide our community members an option to attend a competitive school that provides students with an academically challenging, emotionally nurturing school with a diverse student population.

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

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**SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA**

Address: 23456 Welby Way, West Hills CA 91307

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students [2014]</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>2013 Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-2014 School Performance Framework Classification (SPF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welby Way</td>
<td>821</td>
<td>11%</td>
<td>5%</td>
<td>3%</td>
<td>White 43%</td>
<td>Asian 32%</td>
<td>Latino 12%</td>
<td>961</td>
<td>Yes</td>
<td>Yes</td>
<td>960</td>
<td>10</td>
<td>5</td>
<td>Achieving</td>
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<tr>
<td>Calabash</td>
<td>430</td>
<td>19%</td>
<td>9%</td>
<td>5%</td>
<td>White 67%</td>
<td>Latino 13%</td>
<td>Af. Am. 11%</td>
<td>888</td>
<td>Yes</td>
<td>Yes</td>
<td>882</td>
<td>9</td>
<td>5</td>
<td>Achieving</td>
</tr>
<tr>
<td>Canoga Park</td>
<td>820</td>
<td>92%</td>
<td>10%</td>
<td>58%</td>
<td>Latino 90%</td>
<td>Asian 4%</td>
<td>White 3%</td>
<td>752</td>
<td>No</td>
<td>Yes</td>
<td>754</td>
<td>3</td>
<td>4</td>
<td>Watch</td>
</tr>
<tr>
<td>Capistrano</td>
<td>417</td>
<td>70%</td>
<td>17%</td>
<td>31%</td>
<td>Latino 57%</td>
<td>Asian 20%</td>
<td>White 16%</td>
<td>861</td>
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<td>N/A</td>
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<td>8</td>
<td>9</td>
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</tr>
<tr>
<td>Enadia</td>
<td>245</td>
<td>66%</td>
<td>14%</td>
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<td>Latino 61%</td>
<td>White 18%</td>
<td>Asian 11%</td>
<td>855</td>
<td>Yes</td>
<td>Yes</td>
<td>852</td>
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<td>9</td>
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</tr>
<tr>
<td>Hamlin</td>
<td>466</td>
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<td>9%</td>
<td>26%</td>
<td>Latino 32%</td>
<td>White 30%</td>
<td>Asian 27%</td>
<td>865</td>
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<td>Yes</td>
<td>876</td>
<td>8</td>
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<td>10%</td>
<td>68%</td>
<td>Latino 90%</td>
<td>White 4%</td>
<td>Asian 3%</td>
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<td>No</td>
<td>No</td>
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<td>Watch</td>
</tr>
<tr>
<td>Haynes</td>
<td>413</td>
<td>22%</td>
<td>11%</td>
<td>2%</td>
<td>White 62%</td>
<td>Asian 19%</td>
<td>Latino 12%</td>
<td>909</td>
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<td>Yes</td>
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<td>9</td>
<td>6</td>
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<td>Justice</td>
<td>389</td>
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<td>13%</td>
<td>3%</td>
<td>White 43%</td>
<td>Latino 33%</td>
<td>Asian 14%</td>
<td>901</td>
<td>Yes</td>
<td>Yes</td>
<td>888</td>
<td>9</td>
<td>4</td>
<td>Achieving</td>
</tr>
</tbody>
</table>
### Charter Schools

<table>
<thead>
<tr>
<th>School</th>
<th># of Students [2014]</th>
<th># Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>%2013 Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-2014 School Performance Framework Classification (SPF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingenium</td>
<td>407</td>
<td>83%</td>
<td>5%</td>
<td>23%</td>
<td>Latino 70%</td>
<td>White 9%</td>
<td>At. Am. 5%</td>
<td>773</td>
<td>No</td>
<td>No</td>
<td>792</td>
<td>4</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Ivy Academia</td>
<td>1154</td>
<td>12%</td>
<td>9%</td>
<td>6%</td>
<td>White 33%</td>
<td>Latino 29%</td>
<td>At. Am. 9%</td>
<td>822</td>
<td>Yes</td>
<td>No</td>
<td>844</td>
<td>7</td>
<td>7</td>
<td>Achieving</td>
</tr>
<tr>
<td>NEW Academy</td>
<td>481</td>
<td>91%</td>
<td>8%</td>
<td>47%</td>
<td>Latino 92%</td>
<td>White 2%</td>
<td>Asian 1%</td>
<td>814</td>
<td>Yes</td>
<td>No</td>
<td>817</td>
<td>6</td>
<td>7</td>
<td>Service &amp; Support</td>
</tr>
</tbody>
</table>

### Student Population To Be Served

At present, Welby Way serves 820 students in transitional kindergarten through fifth grade. 376 students live within the boundaries defined by LAUSD, or are those non-resident students selected from our wait-list lottery, and 444 students attend the magnet program. Our student body is ethnically, racially, linguistically, culturally, and economically diverse and represents local communities of Woodland Hills, West Hills, Canoga Park, and other surrounding areas.

The student population we serve is as diverse as the make-up of the city of Los Angeles: 43% of the students are classified as White, 37% Asian, 12% Latino, 4% African American, 4% Filipino, and 1% Other.

### Subgroup Percentages

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>%</th>
<th>Subgroup</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>5%</td>
<td>English Learners</td>
<td>3%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0%</td>
<td>Reclassified ELs (RFEP)</td>
<td>2%</td>
</tr>
<tr>
<td>Asian</td>
<td>32%</td>
<td>Students w/ Disabilities</td>
<td>5%</td>
</tr>
<tr>
<td>Latino</td>
<td>12%</td>
<td>Economically Disadvantaged</td>
<td>11%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0%</td>
<td>Identified Gifted – All</td>
<td>22%</td>
</tr>
<tr>
<td>White (not Latino)</td>
<td>43%</td>
<td>Identified Gifted – African American</td>
<td>12%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>Identified Gifted – Latino</td>
<td>18%</td>
</tr>
</tbody>
</table>

In addition, our school’s educational program serves students of all abilities. Approximately 22% of our students are identified as Gifted and Talented, 3% as English Language learners, 5% Special Education students, and 11% Socio-Economically Disadvantaged. At Welby Way, we embrace diversity and believe that every student, no matter what their background, has the potential to meet or exceed academic standards.
GOALS AND PHILOSOPHY

Mission and Vision

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

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

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

Our instructional program at Welby Way will prepare a new generation of luminaries who thrive in learning communities that extend far beyond geopolitical borders. Students will understand that education is an investment in their own identity, know how to apply learned skills, take pride in their academic and career accomplishments, display cultural awareness, and strive to empower others to do the same.
What It Means to be an “Educated Person” in the 21st Century

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

- Persist in their assigned tasks, strive for accuracy, and see tasks through to completion.
- Practice critical thinking, problem solving, communication, and self-regulation, so that they may be college and career-ready.
- Apply knowledge to different situations and communicate that knowledge with clarity and precision.
- Embrace diversity and acquire skills necessary to work interdependently with and respect people from all backgrounds.
- Learn to approach problems with an open mind and listen to other perspectives with understanding and empathy.
- Demonstrate a willingness to be flexible thinkers and to change their opinion.
- Understand the cultures and beliefs of others, thus becoming respectful, empathetic leaders.
- Create and appreciate the arts, cultivating their ability to see the world from different perspectives.
- Develop their social emotional skills, as the learning community at Welby Way is only a small representation of the world they will interact with as adults.
- Develop into self-starters who behave responsibly as they prepare for their future and interact with their local and global community.
- Interact responsibly to protect the environment.
- Practice healthy choices for themselves at their school site, encouraging their growth into dependable adult citizens.
- Become information and technology literate, flexible and adaptable, innovative and creative, and globally competitive.
- Remain open to continuous learning throughout their lives.

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

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

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

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

<table>
<thead>
<tr>
<th>LEARNING BEST OCCURS WHEN:</th>
<th>WHAT IT LOOKS LIKE AT WELBY WAY:</th>
</tr>
</thead>
</table>
| Students are engaged (academic rigor) | • Multifaceted learning opportunities  
  • Inquiry based instruction, infused with technology  
  • Integration of content areas  
  • Rigorous questioning, activities, and experimentation  
  • Cohesive, connected curriculum K-5 |
| Students thrive in a positive, supportive school culture (health and nutrition) | • Positive classroom communities where students are accountable members, encouraged, and supported  
  • A growth mindset and resilience are cultivated  
  • Student meals follow health standards and nutrition guidelines  
  • Monthly Awards assemblies focused on specific character traits  
  • Restorative justice practices  
  • Schoolwide Positive Behavior Support Plan |
| All stakeholders collaborate and communicate (home/school connection) | • Parent support nights – education about topics relevant to parents (Parent University) |
Family nights related to CCSS
Parents volunteering in a variety of roles
Parents participate in decision-making through service on committees and the Site/Governance Council

Instruction provides for individualized, specific/actionable feedback, and clear expectations (meeting student needs)

Students understand and track their progress to set specific goals to meet/exceed standards
Students receive timely feedback on performance and are equipped with strategies for practice, improvement, and mastery
Instruction is differentiated according to student needs and learning styles

A highly qualified and collaborative education team delivers instruction (professional development)

Teachers collaborate in and across grade levels to insure consistency in pedagogy and methodology
Teachers continue pursuit of lifelong learners through professional development provided by local district, recognized educational affiliates, institutions and regional/state conferences

Local Control Funding Formula (LCFF) Requirements

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

<table>
<thead>
<tr>
<th>LCFF STATE PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER ASSIGNMENTS AND CREDENTIALING</td>
</tr>
<tr>
<td>State Priority #1: Basic Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Annual review of school compliance with credentialing and assignment requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.</td>
<td>Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal.</td>
<td>Baseline 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
## ACCESS TO INSTRUCTIONAL MATERIALS

**State Priority #1: Basic Services**

### Annual Goals
(Identify schoolwide and subgroup goals as applicable)

### Specific Annual Actions

<table>
<thead>
<tr>
<th>Method for Measuring: Annual Williams instructional materials review and certification process; annual budget review; annual inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>School: 100%</td>
</tr>
<tr>
<td>EL: 100%</td>
</tr>
<tr>
<td>Students w/ IEP: 100%</td>
</tr>
</tbody>
</table>

The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.

Each EL student will have full access to ELD program materials and any supplemental materials necessary to provide the student with access to core instruction.

Each student with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.

### FACILITIES MAINTENANCE

**State Priority #1: Basic Services**

### Annual Goals
(Identify schoolwide and subgroup goals as applicable)

### Specific Annual Actions

<table>
<thead>
<tr>
<th>Method for Measuring: Internal and District annual review</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Good” or better rating on annual review</td>
</tr>
</tbody>
</table>

The school will achieve and maintain an overall “Good” rating or better on annual review(s) of school facilities.

Internal and/or District annual “Good” or review(s) of the state and condition of better of its facilities rating on annual

Ongoing maintenance and repair log, review with bi-annual inspection of school facilities by Plant Manager and Principal
**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS**

**STATE Priority #2**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CAASPP SBAC &amp; CELDT and/or ELPAC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Goals</strong> (Identify schoolwide and subgroup goals as applicable)</td>
<td></td>
<td><strong>Baseline</strong></td>
</tr>
<tr>
<td>Consistent with the charter, the school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments.</td>
<td>The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards - driven educational program in order to: • yield improved academic performance outcomes for all students, including English Learners, • set internal benchmark performance targets, and • design and deliver appropriate professional development.</td>
<td><strong>School:</strong> CCASPP Benchmark Levels of Performance</td>
</tr>
<tr>
<td>For English Learners, the school will meet annual AMAO 1 targets.</td>
<td></td>
<td><strong>School:</strong> CAASPP Benchmark Levels of Performance</td>
</tr>
<tr>
<td>Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.</td>
<td>Meet or exceed AMAO 1 target(s)</td>
<td>Meet or exceed AMAO 1 target(s)</td>
</tr>
<tr>
<td>Ensure programs for English Learners are designed to include the new California English Language Development Standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the period that state standardized test data is unavailable, and consistent with the charter, the school will use the grade-level appropriate internal benchmark assessments (e.g., DIBELS, curriculum-based assessments, and periodic assessments) described in the charter, together with historical data, to estimate/calculate growth API-equivalents schoolwide and for all numerically significant subgroups.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For English Learners, the school will meet annual AMAO 1 targets.
### Parent Involvement
#### State Priority #3

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Experience Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually. Include annual topics specific for English Learner and Students With Disabilities subgroups.</td>
<td>Maintain an effective program for interactive parent and family involvement that includes meaningful opportunities for providing and gathering parental input for decision-making, sharing and receiving information, and teaching and learning how to support the educational program. Provide guidelines for parents to express and resolve concerns, in accordance with the charter.</td>
<td>51%</td>
</tr>
</tbody>
</table>

### Statewide Assessments
#### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: CAASPP SBAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will annually identify the need to improve and monitor the students achieving design and delivery of a high-quality “proficiency” or Common Core State Standards equivalent on CAASPP driven educational program in order English Language Arts to: • yield improved academic and Mathematics performance outcomes for all students, including English Learners, • set internal benchmark performance targets, and • design and deliver appropriate professional development.</td>
<td>School CAASPP benchmark level of performance School EL CAASPP benchmark level of performance Low-Income CAASPP benchmark levels of performance Foster Youth CAASPP benchmark levels of performance School 1% above benchmark proficiency levels School EL 1% above benchmark proficiency levels Low-Income 1% above benchmark proficiency levels Foster Youth 1% above benchmark proficiency levels School 2% above benchmark proficiency levels School EL 2% above benchmark proficiency levels Low-Income 2% above benchmark proficiency levels Foster Youth 2% above benchmark proficiency levels School 3% above benchmark proficiency levels School EL 3% above benchmark proficiency levels Low-Income 3% above benchmark proficiency levels Foster Youth 3% above benchmark proficiency levels School 4% above benchmark proficiency levels School EL 4% above benchmark proficiency levels Low-Income 4% above benchmark proficiency levels Foster Youth 4% above benchmark proficiency levels School 5% above benchmark proficiency levels School EL 5% above benchmark proficiency levels Low-Income 5% above benchmark proficiency levels Foster Youth 5% above benchmark proficiency levels</td>
<td></td>
</tr>
</tbody>
</table>
### ACADEMIC PERFORMANCE INDEX (API)
#### STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: API (CDE) or equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will meet or exceed state targets (or locally determined equivalent targets while state is developing the new state target) schoolwide, for English Learners, low income students, foster youth, and for all numerically significant subgroups, as required by law and the charter.</td>
<td>Students will participate in the CAASSP testing program</td>
<td>API 961</td>
</tr>
</tbody>
</table>

### A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]
#### STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Annual CELDT and/or ELPAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will increase the number of English Learners who make adequate annual progress by 10% each year.</td>
<td>Based on analysis of current and historical AMAO 1 (CELDT) results, the school has determined that it needs to improve the number of English Learners who make adequate yearly progress towards language proficiency. AMAO1 data: • 2013: data not available • 2014: data not available</td>
<td>District average of students making annual progress on the CELDT=57%</td>
</tr>
</tbody>
</table>

13
## ENGLISH LEARNER RECLASSIFICATION RATE
### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: RFEP Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will annually increase the number of English Learners who reclassify as Reclassified Fluent English Proficient (RFEP) by at least 2%.</td>
<td>Monitor Long Term English Learners (LTEL’s) progress Language Acquisition Team</td>
<td>Baseline</td>
</tr>
<tr>
<td></td>
<td>Utilize class-size reduction teacher to target needs of EL students</td>
<td>School: 37.5%</td>
</tr>
<tr>
<td></td>
<td>Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purchase ELD Common Core aligned materials</td>
<td></td>
</tr>
</tbody>
</table>

## AP EXAMINATION PASSAGE RATE [High Schools Only]
### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: _____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

## EAP COLLEGE PREPAREDNESS RATE [High Schools Only]
### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: _____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>
**SCHOOL ATTENDANCE RATE**  
**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Student attendance rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will annually increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher).</td>
<td>Increase annually the percent of students attending 173-180 days</td>
<td>School: 84% School: 85% School: 86% School: 87% School: 88% School: 89%</td>
</tr>
<tr>
<td></td>
<td>Maintain attendance incentive programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance</td>
<td></td>
</tr>
</tbody>
</table>

**CHRONIC ABSENTEEISM RATE**  
**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Student attendance rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will decrease by 1% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide.</td>
<td>Decrease the number of students missing 16 or more school days each year</td>
<td>School: 4% School: 3.5% School: 3% School: 2.5% School: 2% School: 1.5%</td>
</tr>
<tr>
<td></td>
<td>Maintain attendance incentive programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance</td>
<td></td>
</tr>
</tbody>
</table>

**DROPOUT RATE** [Middle and High Schools Only]  
**STATE PRIORITY #5: STUDENT ENGAGEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Student attendance rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A N/A N/A N/A N/A</td>
</tr>
</tbody>
</table>
### GRADUATION RATE [High Schools Only]
#### STATE PRIORITY #5: STUDENT ENGAGEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: ________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### STUDENT SUSPENSION RATE
#### STATE PRIORITY #6: SCHOOL CLIMATE

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Monthly school suspension data</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will reduce the number of suspension incidents by 2% schoolwide and by 5% for English Learners, foster youth, low income students, African-American students, and students with disabilities.</td>
<td>Continue to implement positive behavior support plans and activities, as well as social skills training</td>
<td><strong>School:</strong> .1% <strong>School:</strong> .5% <strong>School:</strong> .4% <strong>School:</strong> .3% <strong>School:</strong> .2% <strong>School:</strong> .1%</td>
</tr>
</tbody>
</table>

### STUDENT EXPULSION RATE
#### STATE PRIORITY #6: SCHOOL CLIMATE

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Monthly school expulsion data</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will maintain the number of expulsion incidents at 0% for all subgroups: English Learners, foster youth, low income students, African-American students, and students with disabilities.</td>
<td>Continue to implement positive behavior support plans and activities, as well as social skills training</td>
<td><strong>School:</strong> 0% <strong>School:</strong> 0% <strong>School:</strong> 0% <strong>School:</strong> 0% <strong>School:</strong> 0% <strong>School:</strong> 0%</td>
</tr>
</tbody>
</table>
### State Priority #6: School Climate

#### Annual Goals
(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring:____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Broad Course of Study
State Priority #7

#### Annual Goals
(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Annual review of Master Schedule and student schedules</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Media Lab, Dance, Music, Physical Education) to 100% of its students every year.</td>
<td>Maintain 100% of students having access to the core subjects and the school’s enrichment programs</td>
</tr>
</tbody>
</table>
How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-Long Learners

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

Thinking creatively, collaborating with colleagues, problem-solving in innovative ways, and communicating effectively are a few of the skills embedded in our curriculum to engage our students in the learning process. With clear expectations and criteria set by our teachers, students are encouraged to take more initiative in their own learning and to develop tangible goals. Students make incremental checks to assure progress toward their long-term strategic goals, develop questions to analyze past experiences, and make relevant improvements. Empowering our students to become actively involved in their own educational experience helps produce responsible and contributing members of society.
INSTRUCTIONAL DESIGN

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

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

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

- **Clear expectations**
  - State standards are clearly expressed using student friendly language
  - Rubrics and criteria charts, both teacher created and student created, are developed which align with state standards
  - Conceptual knowledge (knowing what to do)
  - Procedural Knowledge (knowing how to do something)
  - Reasoning (knowing when/where/why to do something)

- **Rigorous curriculum**
  - Critical thinking strategies in all academic areas include:
    - Scholarly Behaviors (Depth and Complexity)
    - Revised Blooms Taxonomy
    - Webb’s Depth of Knowledge

- **Varied opportunities for collaboration and student interactions**
  - Pair-share instruction
  - Cooperative learning opportunities across the curriculum
  - Choral reading, chanting
  - Literature circles
  - Writing process, which includes peer revision and peer editing
• Differentiated curriculum
  o Tiered assignments
  o Compacting
  o Independent study
  o Scaffolding technique
    ▪ Thinking Maps, Accountable Talk, and pre-teaching of concepts
• Differentiated instruction
  o Whole group, small group, and individualized instruction
  o Multi-media, technology enriched learning
  o Team teaching
  o Graphic organizers and mind maps
  o Specially Designed Academic Instruction in English (SDAIE)
  o Direct instruction
  o Guided practice
• Experiential learning
  o Student centered learning
  o Independent work time, research, and projects
  o Use of manipulatives and realia
  o Hands-on inquiry-based learning through labs and simulations
  o Internet connectivity and collaboration
  o Field trips
• Integration of the arts
  o Music class
  o Visual arts instruction across the curriculum
  o Theater and dramatic arts activities
  o Ballroom dance

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

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

Welby students in grades K-5 receive 324 instructional minutes on Monday, Wednesday, Thursday, and Friday. On Tuesday banking days, students receive 264 instructional minutes. Students receive 249 minutes on Minimum Days. The instructional schedule is designed to fulfill the California Ed Code minimum number of minutes, as set forth in E.C. 47612.5.
Important Dates & Holidays

08-11-2015 First Day of Instruction
08-28-2015 Admissions Day
09-07-2015 Labor Day
11-11-2015 Veterans Day Observed
11-26 & 11-27-2015 Thanksgiving Holiday
12-21-2015 thru 01-08-2016 Winter Recess
01-11-2016 Second Semester Begins
01-19-2016 Dr. Martin L. King, Jr.’s Birthday
02-15-2016 Presidents’ Day
03-30 thru 04-03-2016 Spring Recess
04-06-2016 Cesar E. Chavez Birthday Observed
05-30-2016 Memorial Day
06-03-2016 Last Day of Instruction

Daily Bell Schedule

<table>
<thead>
<tr>
<th>Regular Days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start of Class</strong></td>
</tr>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Grades 1-3</td>
</tr>
<tr>
<td>Grades 4-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Banked Days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start of Class</strong></td>
</tr>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Grades 1-3</td>
</tr>
<tr>
<td>Grades 4-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimum Days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start of Class</strong></td>
</tr>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Grades 1-3</td>
</tr>
<tr>
<td>Grades 4-5</td>
</tr>
</tbody>
</table>

Curriculum and Instruction

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.
The scope and sequence of skills across the curriculum and grade levels the school plans to teach are described below:

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

**Math**
- Develop students’ mathematical proficiency and mastery by utilizing curriculum aligned with the CCSS as the core math curriculum. Subject to applicable District policy, Welby Way intends to utilize Eureka math and/or the District adopted text as the main sources to provide rigorous conceptual and computational skills in a variety of mathematical processes to meet and exceed the CCSS.
- Facilitate students’ use of the eight Mathematical Practices as outlined in the CCSS
Provide opportunities for students to generalize math skills to daily life across disciplines
- Build upon understanding of the concepts and vocabulary of computations, patterns, functions, geometry, statistics, and probability
- Differentiate instruction through varied groupings to meet student needs from intensive to advanced
  - Support the identification of relevant information to plan and solve problems using multiple pathways in written and oral form, both independently and collaboratively in small groups
  - Advance student skills by integrating manipulatives to assist students with modeling problems
- Extend classroom instruction through technology by providing access to posted sample responses, videotaped lessons, enrollment in advanced math courses, and ascertaining student progress in supplemental programs such as Khan Academy and IXL

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

### Science
- Provide students with a rigorous curriculum that meets the Next Generation Science Standards (NGSS) based on the Framework for K-12 Science Education and developed by the National Research Council
  - Guide students to develop an understanding of the three disciplinary core ideas (content), scientific and engineering practices, and cross-cutting concepts in the following domains:
- physical sciences, life sciences, earth and space sciences, biology, chemistry, and physics
- Conduct investigations by using the FOSS, 2nd edition, transitioning into the 3rd edition-Next Generation kits
- Apply scientific method to explore and discover new products and ideas, students learn to form questions, research, hypothesize, gather and analyze information and draw conclusions for their data
- Engage in the 8 science practices throughout the disciplines, which help students understand how science knowledge develops and how scientific investigation and inquiry is supported:
  - Ask questions and define problems for further exploration
  - Develop and use models to represent abstract concepts
  - Plan and carry out investigations and learning to fine-tune their research methods
  - Analyze and Interpret data so as to bring out their meaning and relevance in scientific inquiry
  - Use mathematics and computational thinking and merging the two fields of science and engineering
  - Construct explanations for scientific phenomena and design engineering solutions under specific constraints and criteria
  - Engage in argument, using evidence to defend a new idea
  - Read, interpret, and produce scientific and technical text as a fundamental practice in our science instruction
- Encourage students to use a variety of ways to present their research, including through writing and use of technology
  - Students perform in plays that integrate science: *The Garden Show* (1st grade), *Extinct is Forever* (2nd grade), *Vacation on Mars* (3rd grade), *Geology Rocks* (4th Grade), and *Internal Organs* (5th grade)

**Technology**
- Incorporate technology into all areas of the curriculum
- Allow students to demonstrate creative thinking to develop innovative products and processes using technology
- Guide students to use digital media to communicate and work collaboratively
- Teach students to apply digital tools to gather, evaluate, and use information
- Help students apply their critical thinking skills to plan and conduct research
- Provide technology instruction for primary students with a focus in the following areas:
  - Mastery of basic keyboarding skills (function of various keys, speed and accuracy, using the home keys)
  - Basic Internet research skills, safety, and responsibility
  - Introduction to tables and spreadsheets
  - Introduction to basic Word processor skills
  - Introduction to email (in 3rd grade - students email only students within their grade level through the Computerwise program)
  - Introduction to creating informative presentations
Multimedia presentation and movie project
- Styks stop animation
- Introduction to Scratch Programming

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

Visual and Performing Arts

Music
- Teach students to process, analyze, and respond to sensory information through the language and skills unique to music
- Apply instrumental musical skills using class sets of instruments and portable keyboards. Expose students to a wide-ranging variety of recorded music for listening, to develop an appreciation of music and an understanding of the historical contributions of music.
- Allow students to apply what they learn in music across subject areas.

Theatre
- Provide opportunities for students to express themselves and demonstrate core curriculum knowledge on the classroom stage
- Perform curriculum-based plays published by Bad Wolf Press, as well as original plays, written by staff members.
- Learn from the traveling theatre teacher as she models lessons on the 6 elements of drama with groups of students
- Encourage students to apply theatre skills to literature, science, and social studies

Visual Arts
- Deliver content using the Art Express and Arts Attack series
- Expose students to cross-cultural artistic masters and encourage them to both recognize and emulate their form.
- Provide opportunities for students to practice art in the classroom, in our Art Studio, and outdoors
- Learn from the traveling art teacher as she models lessons on the 7 elements of art with groups of students
- Use our state-of-the-art kiln is used to finish students’ clay sculptures
- Encourage students to apply visual arts skills across other subject areas

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

**Health and Physical Education**
- Foster students’ foundation of health utilizing a variety of materials that include state adopted texts such as *Health and Wellness* by Macmillian/McGraw-Hill across grades K-5 to meet and exceed the CCSS
  - Assist students’ in uncovering how the three parts of health (mental/emotional, physical, social/family) are interconnected and contribute to overall well being
- Social-emotional health
  - Evaluate the effect of how the six pillars of character implemented school-wide contributes to a school culture of social responsibility
  - Continue reinforcement of character through a rotating focus and awards at monthly assemblies
  - Supplement further character education with information obtained from programs such as 8 Keys of Excellence and 7 Habits for Kids
  - Empower students’ conflict resolution skills by communicating with I-messages
  - Inspire and call students to be active leaders in contributing to environmental health
- Healthy choices & risk management
  - Judge how healthy behaviors and risk behaviors are beneficial or detrimental to personal health and safety
  - Examine how the practice of healthful behaviors helps to reduce the spread of communicable and preventable diseases
  - Discern how healthy food choices contribute to physical growth, and impact mental/emotional health
- Physical health
  - Commemorate the global impact of physical fitness in annual school-wide Olympics
- Celebrate existing physical education program with the annual, week-long celebration of physical fitness (Fitness Week), which involves an opening ceremony, a myriad of daily physical fitness activities, guest speakers, class banners and T-shirts, Commit to Be Fit Health Contracts, Healthy Eating Contracts, and a school-wide closing ceremony
**Transitional Kindergarten**

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten.

**WASC Accreditation**

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

**Professional Development**

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

Professional development is built upon school wide needs and the interests of teachers and administration. The topics are aligned with the District’s banking time professional development priorities and developed with the input of Welby Way’s Instructional Leadership Team (ILT) and teachers. The ILT will determine topics for Professional Development by the end of the school year, for the upcoming year, focusing on the areas of curriculum, technology, innovation, character education, intervention, English Language Learners, differentiation strategies, Special Education, and safety. All professional development topics and needs will be based on student data and the needs of our students. Professional development sessions will include utilizing Welby Way teachers with varieties of expertise, as well as other experts and consultants from the District, local universities, or educational publishing companies. Professional development may also include grade and cross grade level small groups, and after school learning communities to explore ways to elevate teaching and learning. The ILT will work with the administration to ensure flexibility and that Professional Development meets the needs of the teachers so they may better serve our students’ needs.

In addition to learning and implementing research based instructional strategies, professional development will focus on helping our teachers provide a consistent curriculum with Great Minds/Eureka math, Lucy Calkin’s Units of Study writing, the Next Generation Science Standards, reinforcing the foundational concepts of Habits of Mind, supporting students from all subgroups who need accommodations, and differentiation strategies, technology literacy, and promoting social/emotional and mindset growth.

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

**MEETING THE NEEDS OF ALL STUDENTS**

**English Learners**

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

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

Welby Way will implement LAUSD’s English Learner Master Plan. Information regarding the Master Plan, program options, CELDT/ELPAC testing, CAASPP SBAC testing, Common Core State Standards, California ELD standards, program placement, parent meetings, and reclassification criteria will be communicated with parents in their primary language.

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

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

Welby Way provides parents of English Learners with multiple opportunities to learn about the Master Plan instructional program options to make informed decisions regarding their child’s instructional placement. Structured English Immersion and Mainstream English programs are provided and taught by certified teachers.
In order to teach EL students, teachers utilize both Designated and Integrated ELD to meet the current state ELD standards using CELDT results to guide instruction. Teachers will instruct English Learners in how English works focusing on grammatical structures and vocabulary in order to successfully participate in academic tasks. Concurrently, our English Learners will develop academic English within academic content across disciplines. A variety of SDAIE methods are used to meet the needs of our English Learners which include:

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

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

The chart below shows that we have been able to minimize the number of students who remain Long Term English Learners and maximize rapid progression to reclassification at Welby Way. Our goal for English Learners that are identified in Kindergarten continues to be reclassification by the end of second grade and/or the beginning of third grade.

The charts below show the percentage of students that reclassify as well as how our English Learners have continued to show growth by scoring Proficient on the California English Language Development Test each school year. Although District reclassification criteria has shifted from year to year, Welby Way is consistently able to reclassify English Learners well before they culminate elementary school.
Chart School shall continue to use LAUSD’s GATE identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for testing and processing on a fee-for-service basis.

At Welby Way, many students demonstrate higher level thinking skills and the ability to achieve beyond grade level standards, as is evidenced by the fact that over the last 4 years an average of 26% of our Affiliated Charter and Magnet student population was identified as gifted and talented in the intellectual category, while a number of students were identified gifted in the visual arts and performing arts categories. Students are identified gifted in the high achievement category in the second grade with the OLSAT-8 test. The OLSAT-8 is a nationally standardized, norm referenced, group administered assessment related to a student’s ability to learn and succeed in school. Students are assessed in the verbal category, such as verbal comprehension and verbal reasoning and non-verbal category including pictorial reasoning and figural reasoning. LAUSD is in the process of determining scores on the SBAC test which will constitute gifted identification.

Additionally, students who demonstrate advanced abilities are referred by the classroom teacher to the gifted coordinator for intellectual testing. Teachers are asked to submit the names of students throughout the school year. 3rd grade teachers start the referral process to ensure that students will be identified before they leave Welby Way and are ready for middle school. As an affiliated charter school, Welby Way will complete a fee for service form to be sent to the Charter Schools Division for approval and then to the LAUSD GATE office for screening.
Each year when the GATE evaluation is submitted to the LAUSD Gifted and Talented office, schools are asked to answer the following 5 questions:

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

To exemplify our referrals and identifications of gifted students, the following graph shows our total population and percentage of which are identified as gifted for the past 4 years:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Total School Population</th>
<th>Total Gifted Identification</th>
<th>% Gifted of Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 – 2012</td>
<td>783</td>
<td>254</td>
<td>32%</td>
</tr>
<tr>
<td>2012 – 2013</td>
<td>808</td>
<td>246</td>
<td>30%</td>
</tr>
<tr>
<td>2013 – 2014</td>
<td>821</td>
<td>211</td>
<td>26%</td>
</tr>
<tr>
<td>2014 – 2015</td>
<td>821</td>
<td>143</td>
<td>17%</td>
</tr>
</tbody>
</table>

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

Welby Way emphasizes higher-level thinking skills by providing students with many opportunities to study the core curriculum with increased depth, complexity, and novelty. Classroom differentiation allows for individualized extensions of the curriculum, creative problem solving activities, and acceleration and compacting of the curriculum when appropriate. Students are encouraged to demonstrate their learning in creative and innovative ways which reflect the 21st century learner. Technology is used to help extend the curriculum with classroom computers, projectors, Apple TV devices, and a computer lab. Additional higher-level learning opportunities include Algebra classes, independent and small group projects and investigations, and independent subject groups, wherein students work with challenging and above grade level materials. Student progress in the GATE program is assessed on an annual basis using LAUSD assessment tools. Students also have opportunities to compete in competitions like the Math Olympia and The Odyssey of the Mind.

**Students Achieving Below Grade Level**

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

Multiple interventions are provided including:
- Consistent, cohesive first teaching rooted in research-based strategies
- Small group intervention in the class with the teacher and the assistant
- Student Success Team
- The Hive, Welby Way’s Learning Center
- After-school tutoring
- Attendance counseling and services coordination
- Phillips Counseling
- Parent University sessions
- School-based counseling services

Data from these different assessments is collected and analyzed by the teacher, grade-level, and the ILT. Once identified, students not achieving grade-level standards are given differentiated, targeted instruction in the classroom tailored to their needs. Teachers and Teachers Assistants (TAs) provide small-group and individualized pre-teaching and re-teaching. Multiple modalities of instruction are utilized to tap into the student’s learning style. After-school tutoring is budgeted and provided when needed.
Parents are provided current information within the first couple of weeks at the start of each school year, and they receive regular updates throughout the year regarding their child’s progress towards meeting the grade level standards. Parent University sessions are provided each year to help parents be our partners at home. Extra materials and resources are provided for students to use at home, if needed, as well as providing students and parents’ access to our school’s library and computer lab after school with an assistant to guide students with homework and research.

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

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

Since regular attendance is critical for student success, the Pupil Services and Attendance Counselor (.5 day per week), works closely with our students who are at-risk or below benchmark for attendance. Parents are counseled on the importance of regular attendance and families are connected with District and local services to assist with alleviating the reasons that may be causing the absences and the loss of instruction.

In addition, Welby Way strives to provide intervention not only for the academic needs, but for the social-emotional needs of the children. Students who are dealing with a
variety of emotional issues including loss, depression, anxiety, loneliness, or feelings of anger are referred for private one-on-one or group counseling lead by either the Phillips Graduate Institute interns or our school-based district psychologist, which we purchase for two days a week with the Charter Block Grant for the purposes of providing school-based counseling for at-risk students.

As a result of our intensive intervention programs, Welby Way has steadily decreased the number of students performing at Basic, Below Basic, and Far Below Basic on the CSTs.

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Our sustained effort to close the achievement gap can be evidenced in our recent Smarter Balanced Assessments (SBA) scores from the Spring of 2015, where our students scored far above LAUSD’s average.
**Socio-Economically Disadvantaged Students**

With 11% of students identified as socioeconomically disadvantaged (SED), Welby Way strongly believes in supporting this at risk population. Students are identified through the family’s qualification for the free and reduced meal program. Welby Way ensures that all students are provided with equal opportunities by providing all students with:

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

In the past five years since Welby Way became an Affiliated Charter school, 85% of these students are scoring at or above proficient range on the ELA portion of the CST in comparison to 33% in LAUSD with the same achievement. In mathematics, 89.1% are scoring at or above the proficient to advanced range. This compares to 34% in LAUSD achieving the same proficiencies. Our students in this subgroup have made significant progress, and Welby Way is committed to dedicating resources to help our students in this sub-group succeed.

**Students with Disabilities**

**Special Education**

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

**Conversion Affiliated Charter**

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

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

The District Affiliated Charter School will adhere to the requirements of the Chanda Smith Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District’s request.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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

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

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

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

c. **Assessments**

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

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

d. **Alternative Placements**

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

*Modified Consent Decree Requirements*

All District affiliated charter schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith Modified Consent Decree* ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online 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 any 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 Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Wellent 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 MCD requires all District authorized schools, including District affiliated charter schools, to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
Students in Other Subgroups

In order to promote academic success and student achievement for our homeless or foster youth, Welby Way will provide supports and resources in the same manner as mentioned above based on the student’s individual educational and social-emotional needs. Students will be closely monitored to ensure academic and social emotional growth. Services and materials will be provided as applicable including tutoring, counseling, and necessary supplies. A staff member will be designated to be the Homeless Education Program coordinator to implement the District’s Homeless Education Program, which helps to serve families in transition by providing advocacy and referral services as needed.

A Foster Youth Achievement point person will be designated at Welby Way to enhance educational opportunities and outcomes for our students living in foster care. Our school’s point person will work with the District’s Foster Youth coordinator to work with community agencies and social workers to insure the success of our foster youth students.

“A Typical Day”

Having opened its door almost 50 years ago, Welby Way today serves as a neighborhood school, as well as a gifted/high ability magnet school (added in 1978) for students from all over the San Fernando Valley. Welby Way successfully integrates the two schools as one dynamic learning community, which provides an enriching and challenging educational experience for every student.

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

Across from the library is the outdoor stage, the pavilion area for lunch, and the auditorium which is constantly in use. Teachers use this performance space for a wide variety of arts, including theatre, dance, and music. Visitors may see fourth and fifth graders learning how to ballroom dance or second graders learning to square dance. In addition, all teachers utilize the auditorium to practice the many musical plays that are performed for parents and the school community throughout the year.
Next to the lunch pavilion is a fully equipped yard with two apparatus areas and a huge grass area, all obtained through the grant writing of dedicated parents and staff. Three physical education assistants work together with teachers and students on skills during P.E. while many parent volunteers assist them during grade-level Psychomotor time. Recess and lunch time activities are coordinated by the coaches and yard assistants so that all students can find something enjoyable to do, whether it is an organized game of soccer, a game of capture the flag, or board games. Teachers volunteer to facilitate lunch and after school activities such as book clubs, chess clubs, gardening clubs, and coding club.

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

A visitor to any classroom will see students actively engaged in learning. In every classroom, students participate in a variety of learning groups. Teacher assistants, under the direction of the classroom teacher, are seen reinforcing instruction and promoting student learning on a daily basis. Students are engaged in rigorous, CCA content standards-based instruction with teachers who explicitly define, articulate, and facilitate learning experiences, which equip students in meeting and exceeding those standards. Descriptive criteria, rubrics, and models of work that illustrate these standards are displayed in each classroom. Technology access is integrated into instruction with computer generated projects Upper grade students have permanent iPad or Chromebook carts that are used regularly in their classrooms. Primary grade students participate in evaluating their own work, the work of their peers, and in setting learning goals for themselves. The curriculum encourages students to gain a deep conceptual understanding of topics and concepts while maintaining a high level of engagement through the learning process. Intervention is provided for at risk students by a resource teacher in a small group setting to provide students with additional support to help them grasp concepts in order to meet grade level standards.

Located further down the walkway is the new “state-of-the-art” computer lab, complete with 35 computers, printers, a 3-D printer, and a full-time assistant. Upper grade students even learn coding required to control a drone on campus. In this lab, the classroom teacher and assistant work together to help the students understand the use of current technology and its real world applications. Skills acquired in the computer lab are practiced and applied not only in the classroom, but also at home.

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

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

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

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

Master Schedule of Enrichment Programs Available for Every Child 2015 – 2016

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<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td>Teacher 1, (Room 30)</td>
<td>8:10-8:50 PM</td>
<td>1:00-1:45 MC</td>
<td>10:40-11:10 PE</td>
<td>8:15-8:45 L 11:15-11:45 CKW</td>
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<td>Teacher 2, (Room 1)</td>
<td>8:10-8:50 PM</td>
<td>9:15-9:45 L</td>
<td>9:45-10:15 MC</td>
<td>10:40-11:10 PE 11:15-11:45 CKW</td>
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<td>Teacher 3, (Room 31)</td>
<td>8:10-8:50 PM</td>
<td>8:15-8:45 CKW 10:45-11:30 MC 8:10 - 9:00 APS1</td>
<td>10:40-11:10 PE</td>
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<td>Teacher 4, (Room 2)</td>
<td>1:00-1:45 CKW</td>
<td>8:10-9:10 PM</td>
<td>8:10-8:55 MC</td>
<td>10:35-11:15 L 11:15-11:45 PE</td>
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<tr>
<td>Teacher 5, (Room 6)</td>
<td>8:10-9:10 PM</td>
<td>9:00-9:45 MC 10:35 - 11:15 APS</td>
<td>11:15-11:45 PE 1:00-1:30 L 11:30-12:15 CKW</td>
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<td>Teacher 6, (Room 5)</td>
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<td>11:15-11:45 PE</td>
<td>1:30-2:00 MS</td>
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<td>Teacher 7, (Room 7)</td>
<td>8:10-9:10 PM 11:30-12:15 CWK</td>
<td>10:40-11:10 PE 1:45-2:30 MC</td>
<td>8:45-9:15 L</td>
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<td>9:10 - 10:00 APS 8:10-9:10 PM 9:45-10:15 MS</td>
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<td>Teacher 10, (Room 11)</td>
<td>8:15-9:00 CWK 1:30-2:00 L</td>
<td>11:15-11:45 PE 8:10-9:10 PM 1:00-1:30 MS</td>
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<td>10:45-11:30 CWK 8:10-9:10 PM 1:00-1:30 MS 9:45-10:15 MS 10:40-11:10 PE</td>
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<td>Teacher 12, (Room 22)</td>
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<td>10:40-11:10 PE3 1:00-1:30 L</td>
<td>8:10-9:10 PM 10:40-11:10 PE2 11:45-12:15 MS 1:45-2:30 CWK</td>
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<td>Teacher 20, (Room 38)</td>
<td>10:40-11:10 PE 8:15-9:00 CWK 8:10-9:10 PM 11:20 - 12:10 APS 9:45-10:15 MS 10:35-11:15 L</td>
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<td>Teacher 21, (Room 39)</td>
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<td>Teacher 24, (Room 26)</td>
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<td>10:45-11:30 BD 1:30-2:00 MS 11:00-11:30 PE</td>
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<td>Teacher 26, (Room 19)</td>
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<td>Teacher 27, (Room 14)</td>
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<td>Teacher 28, (Room 17)</td>
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<td>Teacher 29, (Room 20)</td>
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<td>Teacher 31, (Room 27)</td>
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PM Psychomotor CWK Computer (*Denotes Push-in) MC Music-Courtney MS Music-Staves BD Ballroom Dance APS Arts Prototype 4th Grade: Mon & Wed. 12:15 - 1:30pm Rotate classes
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND
ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data MiSiS and other data systems used or required by the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall work toward meeting the student outcome goals set forth in the LAUSD’s Performance Meter or equivalent, as it may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

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

The staff at Welby Way believe that high and clear expectations, a consistent curriculum that builds from year to year, opportunities for teachers to plan together, reflect, and study lessons, on-going professional development, and parent/home connections make for a strong educational program. By embracing the key components above, we are able to ensure a strong educational foundation for all our students and achieve the following desired outcomes as measured by summative and formative measures:
MEASURING PUPIL OUTCOMES:
SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Welby Way will participate in the Smarter Balanced Assessments as the state’s standardized summative assessments. We will also participate in the California State Test for Science for fifth graders and the annual CELDT assessment for all our EL students. Through these assessments, we receive individual student data that holds us accountable and information regarding a common measure of student performance as well as areas of needed improvement. Having student data that measures students to the attainment of the CCS and gives comparative data to other students nationally gives teachers and the administration important data in which to base instructional decisions.

Summative Assessments
Welby Way will utilize standardized summative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3rd- 5th (yearly), TRC, DIBELS, CELDT (yearly), and Science CST (5th grade only – yearly). These assessments give teachers a common measure of student performance as well as an indication of what may need to be reviewed. Teachers and administrators can make decisions regarding instructional programming based on how a student performs in relation to other grade-level students who take the same test(s). Over the course of our Charter we have gleaned much from the summative assessments/CST data and have set goals for our future Charter term.

Measurable Goals
(Smarter Balanced Assessment Consortium & Science CST):
- The school’s overall score will be in the top 10% or higher in the district and subgroups will exceed the benchmark score.
- 86.5% or more of students will achieve Standards Met or Exceeded in ELA/Literacy
- 84.5% or more of all students will achieve Standards Met or Exceeded in Math
- 95.5% of fifth grade students will score Proficient or Advanced on the Science CST.
- % of English Learners acquiring English Proficiency (AMAO1- CELDT Annual Growth or ELPAC) will grow by 1% each year of the Charter term.
- 85.5% of students will have 96% or higher attendance.
Welby Way Performance: 5-Year Projections

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<tbody>
<tr>
<td>% of Students Achieving Standards Met/Exceeded in ELA/Literacy</td>
<td>85%</td>
<td>85.25%</td>
<td>85.5%</td>
<td>85.75%</td>
<td>86%</td>
<td>86.25%</td>
<td>86.5%</td>
</tr>
<tr>
<td>% of Students Achieving Standards Met/Exceeded in Math</td>
<td>83%</td>
<td>83.25%</td>
<td>83.5%</td>
<td>83.75%</td>
<td>84%</td>
<td>84.25%</td>
<td>84.5%</td>
</tr>
<tr>
<td>% of 5th Graders Scoring Proficient or Advanced on Science CST</td>
<td>94%</td>
<td>94.25%</td>
<td>94.5%</td>
<td>94.75%</td>
<td>95%</td>
<td>95.25%</td>
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<tr>
<td>% of ELs Acquiring English Proficiency on CELDT</td>
<td>NA</td>
<td>NA</td>
<td>1% Growth</td>
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<tr>
<td>% of Students with 96% or Higher in Attendance</td>
<td>84%</td>
<td>84.25%</td>
<td>84.5%</td>
<td>84.75%</td>
<td>85%</td>
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**MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

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

Welby Way will utilize standardized formative assessments which include, but are not limited to: DIBELS Reading Assessments (every 6-8 weeks), CA Treasures Assessments (weekly and per unit), and District Interim Assessments for ELA and Math (2-3 times in a school year), and Smarter Balanced Interim Assessment Blocks (multiple times in a school year).

Our goals of achievement for our DIBELS assessment for our primary grades are:
- 85% Benchmark at End-of-Year for Kindergarten
- 90% Benchmark at End-of-Year for 1st Grade
- 90% Benchmark at End-of-Year for 2nd Grade

For our 3rd-5th grade students, our goal is to achieve 85% Proficient on our ELA and Math District Interim Assessments.

In addition, Welby Way will utilize authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios of significant work, journals, in and out-of-class work samples, homework, teacher-created tests, teacher observations, checklists, rubrics, anecdotal records, publisher-provided criterion referenced tests, and projects. Also known as performance assessments,
these types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement. Welby Way believes that formative assessments are ongoing and afford teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. We are committed to ensuring that each student reaches his or her proficiency level in the areas of language arts and mathematics.

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

In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project-based learning assignments to help identify immediate areas of concern and to guide instruction.

**DATA ANALYSIS AND REPORTING**

Welby Way values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school’s overall progress, and to establish future goals and interventions. Specific examples of this include:

- Data from combined assessments continuously evaluated by teachers and administration, as it becomes available, in order to meet each student’s and class’s educational needs
  - Data is also used to identify and prioritize professional development priorities
  - School-wide data is also shared in a public forum at monthly Governance Council meetings, when it’s available, in order to discuss upcoming program development and education intervention priorities
- District assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year

**GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

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

Individual classroom teachers are primarily accountable for assessing their students’ achievements with regard to standards-based, grade-level work and achievement of grade appropriate content standards, as well as by progress toward mastering the skills,
knowledge, and attitudes required for advancing to the next grade level. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade level by regular student assessments aligned to the school’s, District’s, and State’s curricular standards as appropriate for each grade level and content area.

Student progress toward achieving the school’s desired grade-level standards will be communicated to students’ parents by providing timely feedback on class assignments, homework assignments, and by means of the 6-week Below Proficient Parent Reports, Progress Report and regular conferences with students’ teachers.

Progress is reported to the parents three times annually using the LAUSD Progress Report and the Report of Progress Toward the Achievement of IEP Goals, as applicable. Additionally, parent conferences are conducted at the end of the first reporting period and as needed within the second and third reporting periods.

The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers’ daily work assignments. Students earn a “4” for Advanced Proficient Levels; “3” for Benchmark Proficient Levels; “2” for Partial Proficient Levels; and “1” for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: Language Arts including reading, writing, listening, and speaking; Mathematics; History and Social Science; Science; Health Education; Physical Education; and the Arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and the ability to play fairly.
ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws, District policy, any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School’s local governing council.

LEGAL AND POLICY COMPLIANCE

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

LOCAL GOVERNANCE STRUCTURE, PROCEDURES, AND OPERATIONS

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

All attempts will be made to gain consensus, the preferred method of decision-making. In the event that consensus cannot be reached, decisions can be reached by a quorum.

Our School Site Governance Council consists of the Principal, classified representative, teachers, and parent/guardian representatives. Council members are elected for 2-year terms. The terms will be staggered.

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

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

Subject to LAUSD policies and procedures for Affiliated Charter Schools, Welby Way’s School Site Governance Council has autonomies for aspects of its operation including:

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

We abide by LAUSD policies and procedures and UTLA-LAUSD Collective bargaining agreements concerning school governance, and currently have and will continue to have all school councils operating effectively in shared decision-making. We will

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1 See organizational chart on the following page.
continue to fulfill our fiduciary responsibility and effectively lead and manage Welby Way. Hiring of staff is responsibility of the District, but Welby Way will conduct interviews and select candidates from the pool of District hired staff. The Executive Committee develops the agenda for each meeting and checks that the Brown Act has been followed for the timely distribution of the notifications.

Elected as Decision Makers of Council

<table>
<thead>
<tr>
<th>School Staff Representation</th>
<th>Parent Representation</th>
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<tbody>
<tr>
<td>Staff members, including:</td>
<td>Parents, including:</td>
</tr>
<tr>
<td>• Principal</td>
<td>• Parent or community member representatives</td>
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<tr>
<td>• Other staff</td>
<td></td>
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<tr>
<td>• Teacher representatives</td>
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</tbody>
</table>
Standing Advisory Committees that Report at Governance Council Meetings

- Curriculum
- Positive Behavior
- Safety

**STAKEHOLDER INVOLVEMENT**

Parents play a very active role in our school, and their involvement is the key to the success of Welby Way. The collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and continue to be involved in all levels of decision-making at Welby Way, their primary role will be to help to fulfill our goal of an enriched educational experience for all children.

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

In addition to having a voice on the School Site Governance Council, all parents are given the opportunity to participate and be involved in their child’s education. Our Welcome Packet given to each student at the beginning of the school year outlines the various volunteer opportunities throughout the year. These opportunities include events and communications such as informative Coffees twice annually, Back-to-School Night, Open House, Curriculum Nights for ELA and Math, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, campus beautification, parent education seminars, community-building events and the weekly newsletter. Welby Way announces these opportunities in its weekly email blasts, via the school website, and by automated phone calls (Blackboard Connect).
Included in the Welcome Packet is the Student-Parent-Teacher Compact, which outlines the responsibilities of all three parties as providing the best education possible for each student. Each spring the School Site Governance Council reviews the Student-Parent-Teacher Compact for effectiveness, and approves the Compact as part of SSC business to make it available for the Welcome Packet at the beginning of the following school year. Each year parents, students, and teachers review and sign this compact. It is essential that parents, students and teachers have a relationship, communicate, and work together for each student to be successful. Teachers can refer to the Student-Parent-Teacher Compact at parent-teacher conferences, or on an as-needed basis, to determine how successful each party has been in holding up its end of the agreement, answer questions and provide assistance, and identify if there is a need for additional help.

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

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

**RESPONDING TO INQUIRIES**

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

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

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to an applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing.

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

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

Certificated Personnel

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

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)
ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

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

HEALTH, SAFETY AND EMERGENCY PLAN

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

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon District request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq.
ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

FEDERAL PROGRAM COMPLIANCE

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Every Student Succeeds Act (i.e., the reauthorized Elementary and Secondary Education Act), as it may be amended from time to time.
ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

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

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

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

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

Welby Way will conduct a minimum of four prospective parent tours per school year from October to April. Interested families may receive a lottery form and enrollment information at the tour or on Welby Way’s website, or by visiting or calling the school’s office. The lottery form will be available at the start of the second semester of each
year. The application period for a student to be included in the public random lottery will be from the first day of the second semester to the first Friday in April each year. The random public lottery will be conducted at 10:00 a.m. on the second Friday of April each year.

The information from the application form shall be kept confidential and will be maintained at Welby Way accessible to the office staff and the administration. A lottery form must be submitted for each child in a family who is interested in attending Welby Way. Parents/guardians may come in or mail their applications. All forms are marked with the date and time of receipt and the office staff’s initials. Each student is given an identification number. This number is used during the Random Public Drawing instead of the student’s name, so that the results can be shared online and posted without revealing student information.

Regardless of whether we expect to reach capacity, Welby Way shall conduct a random public lottery to establish a waitlist from which it can draw, in the event it does not reach its capacity.

Each student is given an identification number, which the parent is given. Students in California will be divided by those who reside within the LAUSD boundaries and by those who live outside of LAUSD boundaries. Students of current certificated employees of Welby Way and families who are already attending Welby Way are further subdivided, which is done in order to assist our families already attending Welby Way from being split up. Each of the student ID numbers are written on a wooden popsicle stick and divided into the subgroups by the Office Technician (Registrar).

Anyone is invited to the random public lottery. The date and times are advertised on our website, newsletters, and application. A school administrator and a representative from Welby Way’s Governance Council shall conduct the random drawing of names from the box, which holds the sticks with the ID numbers written on them. The sticks are drawn in the following priority:

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

- **Resident Students**

  Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have *first* admission preference and thus are deemed exempt from the lottery.

- **LAUSD Students**

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

- **Children of School Staff**: Prospective students who (a) are children of District staff (certificated and classified) assigned to Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have third admission preference.

NOTE: The cumulative number of students enrolled under this Non-resident students applying after the application period will be added to the end of the list in the same priority order as above.

The waitlist generated by the random lottery will be posted on our website and on the front door of our school. If, at the beginning of or during the school year, space becomes available, Welby Way administration may offer enrollment to students in order from the grade-level waitlists. An administration representative will contact these prospective students' families by phone and notify them of the open position and also notify them when application materials will be due. The prospective student's family will have 48 hours to reply.

### Schools for Advanced Studies (SAS) Program

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

### Magnet Program

If Charter School offers a District Magnet Program, Charter School shall comply with the admissions rules and procedures established by the District’s Court-ordered Integration Program consistent with the Crawford court order.

The Magnet Center of Welby Way relies completely on LAUSD’s Office of Student Integration Services for the students who enter our Magnet Center. The Choices Brochure application guidelines, application timelines, and acceptances are through the Office of Integration Services. Welby Way will follow the guidelines and accept the students in the order that is provided.

### Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to
other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

**NON-DISCRIMINATION**

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

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

**DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.
ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

GENERAL PROVISIONS

The fiscal operations of Charter School, a District affiliated charter school, will be supervised by LAUSD. Charter School will not have a separate audit but will be included in the annual audit for LAUSD. Charter School shall adhere to all District financial policies and procedures, including but not limited to, policies and procedures related to procurement, student body funds, student store, payroll, imprest funds, payment approval for goods and services.
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

**Notification of Student’s District of Residence**

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

**Outcome Data**

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

**Readmission**

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

**Gun Free Schools Act**

Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

District employees at Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, retirement benefits, including organizations such as STRS/PERS, health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.
**ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school. Alternatively, the student may pursue an inter-district transfer in accordance with current enrollment and transfer policies of the District, or seek enrollment at another charter public school.
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

As a District affiliated charter school, all administrators, faculty and staff of Charter School are LAUSD employees. All such employees will be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.
ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:  
Welby Way Charter and Gifted-High Ability Magnet  
c/o School Principal  
23456 Welby Way  
West Hills, CA 91307

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

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

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O.).)

The Los Angeles Unified School District is the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employee Relations Act (EERA).
ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

In the event of a Closure Action, unless express LAUSD Board action directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

The District may revoke the Charter if 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 provision of the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Pursuant to AB 97, Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.
Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

**REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request authorization to revert voluntarily to a District traditional school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for processing a request to revert to a District traditional school.

**CLOSURE PROCEDURES**

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

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

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the CSD.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation.
ADDITIONAL PROVISIONS

**FACILITIES**

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

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.
ASSURANCES AND AFFIRMATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards.
authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

Element 1 – The Educational Program

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)

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

“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

**GENERAL INFORMATION**

| The contact person for Charter School is: | J. Jennifer Yoo |
| The address of Charter School is: | 23456 Welby Way West Hills, CA 91307 |
| The phone number for Charter School is: | 818.348.1975 |
| Charter School is located in LAUSD Board District: | 3 |
| Charter School is located in LAUSD Local District: | LDNW |
| The grade configuration of Charter School is: | K-5 |
| The number of students in the first year of this Charter will be: | 852 |
| The grade levels of the students in the first year will be: | K-5 |
• Charter School's scheduled first day of instruction in 2016-2017 is: August 16, 2016
• The current operational enrollment capacity of Charter School is: 852
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional
• The bell schedule (start and end of day) for Charter School will be: 8:01 a.m. / 2:30 p.m.
• The term of this Charter shall be from: July 1, 2016 to June 30, 2021

Local Control Funding Formula (LCFF) Requirements

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

INSTRUCTIONAL DESIGN

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

Curriculum and Instruction

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.
**Transitional Kindergarten**

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten.

**WASC Accreditation**

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

**PROFESSIONAL DEVELOPMENT**

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

**MEETING THE NEEDS OF ALL STUDENTS**

**English Learners**

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

**Gifted and Talented Students and Students Achieving Above Grade Level**

Charter School shall continue to use LAUSD’s GATE identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for testing and processing on a fee-for-service basis.

**Students with Disabilities**

**Special Education**

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

**Conversion Affiliated Charter**

2. District Affiliated Charter School’s Special Education Responsibilities
e. General Requirements

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

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

The District Affiliated Charter School will adhere to the requirements of the Chanda Smith Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District’s request.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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

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

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

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

g. Assessments

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

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

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

f.  **Least Restrictive Environment**

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

h.  **Staffing Requirements**

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

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

i.  **Student Discipline/Inclusion**

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District’s Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District’s Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.
The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School’s outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student’s IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program
As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

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

*Modified Consent Decree Requirements*

All District affiliated charter schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith Modified Consent Decree* ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online 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 any 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:

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

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District’s integrated student information system which is
referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes, and
Element 3 – Method by which Pupil Progress Toward Outcomes will beMeasured

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

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data MiSiS and other data systems used or required by the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall work toward meeting the student outcome goals set forth in the LAUSD’s Performance Meter or equivalent, as it may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.
**MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

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

**GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

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

**Element 4 – Governance**

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

**GENERAL PROVISIONS**

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

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

All staff and representatives of Charter School, including members of Charter School’s local governing council, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.
Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws, District policy, any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School's local governing council.

**LEGAL AND POLICY COMPLIANCE**

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

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

**RESPONDING TO INQUIRIES**

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

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

**NOTIFICATION OF THE DISTRICT**

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

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

**STUDENT RECORDS**

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

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

**PARENT ENGAGEMENT**

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

**Element 5 – Employee Qualifications**

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

**EQUAL EMPLOYMENT OPPORTUNITY**

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

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to an applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing.

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

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

Certificated Personnel

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

Classified Personnel

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act).
Element 6 – Health and Safety Procedures

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

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

HEALTH, SAFETY AND EMERGENCY PLAN

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

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon District request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

**SAFE PLACE TO LEARN ACT**

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

**Element 7 – Means to Achieve Racial and Ethnic Balance**

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

**COURT-ORDERED INTEGRATION**

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

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

**FEDERAL PROGRAM COMPLIANCE**

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Every Student Succeeds Act (i.e., the reauthorized Elementary and Secondary Education Act), as it may be amended from time to time.
Element 8 – Admission Requirements

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

General Provisions

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A)). As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1)). If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B)). Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d)). The school shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the attendance area of Charter School. (Ed. Code § 47605(d)(2)(B)).

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

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

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

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

**MAGNET PROGRAM**

If Charter School offers a District Magnet Program, Charter School shall comply with the admissions rules and procedures established by the District’s Court-ordered Integration Program consistent with the Crawford court order.

**HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

**NON-DISCRIMINATION**

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

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

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

**Element 9 – Annual Financial Audits**

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

**GENERAL PROVISIONS**

The fiscal operations of Charter School, a District affiliated charter school, will be supervised by LAUSD. Charter School will not have a separate audit but will be included in the annual audit for LAUSD. Charter School shall adhere to all District financial policies and procedures, including but not limited to, policies and procedures related to procurement, student body funds, student store, payroll, imprest funds, payment approval for goods and services.

**Element 10 – Suspension and Expulsion Procedures**

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

**GENERAL PROVISIONS**

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

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

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

Charter School shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.
Charter School acknowledges that the District’s Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

**STUDENTS WITH DISABILITIES**

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

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

C. Was the misconduct caused by, or directly and substantially related to the student’s disability?

D. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE**

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

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

READEMISSION

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

GUN FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

District employees at Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, retirement benefits, including organizations such as STRS/PERS, health insurance, life insurance, and all other assigned compensation and benefits.

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

Element 12 – Public School Attendance Alternatives

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

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school. Alternatively, the student may
pursue an inter-district transfer in accordance with current enrollment and transfer policies of the District, or seek enrollment at another charter public school.

**Element 13 – Rights of District Employees**

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

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

**Element 14 – Mandatory Dispute Resolution**

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

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

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

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

To Charter School:                         Welby Way Charter Elementary and Gifted-High
                                        Ability Magnet
                                        c/o School Principal
                                        23456 Welby Way
                                        West Hills, Ca 90037
To District:  
LAUSD  
Attn: Director, Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, California 90017

5) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

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

**Element 15 – Exclusive Public School Employer**

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)

The Los Angeles Unified School District is the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employee Relations Act (EERA).

**Element 16 – Charter School Closure Procedures**

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

**Closure Action**

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

In the event of a Closure Action, unless express LAUSD Board action directs otherwise, Charter School shall revert to a District traditional school.

**REVOCATION OF THE CHARTER**

The District may revoke the Charter if 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 provision of the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

**REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request authorization to revert voluntarily to a District traditional school, Charter School shall contact its assigned Charter Schools Division
administrator, who will provide information and guidance regarding the applicable procedures for processing a request to revert to a District traditional school.

**Closure Procedures**

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

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

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the CSD.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation.

**Additional Provisions**

**Facilities**

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

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.