

Watts Learning Center Foundation, Inc.

Executive Summary

Assurances:

The Watts Learning Center Foundation, Inc. is a 501c3 non-profit corporation founded in 1997. (See Appendix A1)

We will enroll first and foremost the requisite number of students, including students with disabilities, from the attendance areas of the following designated overcrowded schools: Seventy-Fifth Street, Ninety-Third Street, Manchester Avenue, and South Park. We will work with the district to ensure that all designated students living within the attendance area be served first and foremost.

In the event that the capacity of the school is not met and there are available seats that are not filled by students living within the attendance area, a process will be established to fill those seats via a public lottery. The lottery will be open to any student living outside of the attendance area that has expressed an interest in attending the school. The lottery process and date will be established during the implementation phase.

The student composition at Watts Learning Center Language Academy will be reflective of the demographics overcrowded schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community

The Watts Learning Center Foundation, Inc. was established in 1997; its charter has been renewed twice and has always been financially sustainable. The following is a chart with figures from the last three fiscal year audit reports that demonstrate stability and fiscal solvency.

Watts Learning Center			
Fiscal Year	FY06-07	FY07-08	FY08-09
Revenue	\$ 2,967,476	\$ 3,805,886	3,920,773
Expenses	\$ 2,631,932	\$ 2,930,703	3,709,036
Net Income	\$ 335,544	\$ 875,183	211,737
Ending Fund Balance	\$ 1,714,630	\$ 2,589,813	2,801,550
Cash Balance	\$ 999,125	\$ 962,422	235,229
Enrollment	240	240	340

Special education services will be provided commensurate with the needs of any student. These services will adhere to applicable state and federal laws and regulations, including, but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act, and the No Child Left Behind Act. Students with disabilities will be provided a free and appropriate education in the least restrictive environment. All special education policies are outlined in the charter, including compliance with the Special Education Local Planning Area ("SELPA"), as defined by district policy.

Collaboration with LAUSD will ensure compliance with the District's Modified Consent Decree as it relates to data systems; including tracking progress on IEP data, reporting on student data, and tracking performance outcomes. Collaboration with the LAUSD will further ensure the highest quality special education services through the provision of a full continuum of special education services that meet the needs of relevant students in the least restrictive environment, thereby guaranteeing that all children will have access to appropriate programs, supports, and services.

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Student Population

South Region Elementary School # 1 is located at 8919 South Main Street, Los Angeles, California 90003, as are the overcrowded schools it will relieve. According to the most recent data (US Census, 2000) the population was 58,187. Forty percent were below the poverty level. The median household income was \$22,346. Thirty-two percent (32.2%) were African American and sixty-six percent (66%) were Latino. Thirty-seven (37) percent of persons 25 or older were high school graduates or higher. Approximately 63 percent of adults did not have a high school diploma. The percent having a bachelor's degree or higher was only 3.3 percent. Nationally these percentages were 80.4 percent high school graduate or higher and 34.4 percent college degrees. Of the households with children under 18, forty-four percent were headed by single mothers or fathers.

Based on the above demographics and those of the impacted schools, we can expect the majority (70- 80%) will be Latino and will live in homes where English may not be the dominant language. The balance (20% - 30%) will be African American, and many may speak African American Vernacular English. The level of poverty and unemployment will mean that a majority—90+ percent or more—will qualify for free or reduced lunches and will be classified as socioeconomically disadvantaged. In general the population is often considered culturally *different* or disadvantaged when compared to the dominant European culture which determines the values, beliefs, practices and customs in schools. They are therefore, often “at risk” of becoming failures in school. **We say that these students and their homes have differences not deficits.** Their uniqueness of experiences and points of view are not flaws in the child or parent.

These demographics, to a great extent, describe the **Watts Learning Center Charter School**. The **WLCCS** opened in South Los Angeles in 1997, becoming one of the first three independent charter schools approved in the Los Angeles Unified School District (LAUSD). We have been guided by our core belief that that all students can realize their full academic potentials when supplied with an academically rigorous, culturally responsive curriculum taught by skillful, committed teachers in a positive learning environment. Our capacity to create and support a successful school has been documented by the success of former students; our ability to retain and support a staff of dedicated teachers, and administrators; the commitment of current families and community organizations; and continuous improvement in our results on **CST**. We are committed to creating the same level of success at the **Watts Learning Center Language Academy**. (WLCLA)

Table 1

Subgroups*	Numerically Significant	2007 API Score	2008 API Score	2009 API Score
African American,				
Watts Learning Center charter School		819	820	812
Manchester Ave. School		574	609	662
Ninety-Third Street		616	646	653
Seventy-Fifth Street School		599	604	593
South Park Elem. School				718
LAUSD				
Hispanic or Latino				
Watts Learning Center charter School				
Manchester Ave. School		648	687	703
Ninety-Third Street		740	752	773
Seventy-Fifth Street School		635	660	687
South Park Elem. School				780
LAUSD				
Economically Disadvantaged				
Watts Learning Center charter School		812	824	807
Manchester Ave. School		629	671	695
Ninety-Third Street		710	726	
Seventy-Fifth Street School		634	647	673
South Park Elem. School				
LAUSD				

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English Learners				
Watts Learning Center charter School				
Manchester Ave. School		627	667	681
Ninety-Third Street		719	734	
Seventy-Fifth Street School		621	640	672
South Park Elem. School				
LAUSD				

California Standards Tests Results

	California Standards Tests – School-wide Percent of Students at Performance Levels*					
	2007		2008		2009	
	Non-Prof	Pro/Adv	Non-Prof	Pro/Adv	Non-Prof	Pro/Adv
Watts Learning Center						
English/Language Arts Schoolwide		49.4		54%		
African Americans		49.3		52.9%		
Latino						
Socioeconomically Disadvantaged		46.9		54%		
Manchester Avenue School	Non-Prof	Pro/Adv	Non-Prof	Pro/Adv	Non-Prof	Pro/Adv
English/Language Arts Schoolwide	80.9	19.1	78.5	21.5	72.1	27.9
African Americans	84.2	15.8	83.7	16.3	78.1	21.9
Latino	79.7	20.3	77.4	22.6	70.9	29.1
Socioeconomically Disadvantaged	80.9	19.1	78.5	21.5	72.1	27.9

The above data shows that the WLCLA has performed very well when compared to the impacted schools and to the district. You will notice that our progress has been very steady over the years.

Mission

Our **mission** is to provide a rigorous, engaging curriculum, instruction, and systems of support for inner-city students from low-income families to help them realize their full academic potential and to create a culture of learning in which all stakeholders—students, parents or guardians, faculty, and staff – have clearly defined roles and expectations of success.

Vision

Our **Vision** is to make the name of Watts synonymous with academic achievement rather than with riots and despair and to produce high-academic achievers who are self-confident, self-controlled, ethical, and motivated to be lifelong learners. Our students will possess proficient literacy skills, math and science proficiency, and technological competence. They will demonstrate knowledge and application of the arts, cultures, literature, history and social science, health, math, communication, science, problem solving, and work ethics. They will value friendship, responsibility, cultural diversity, quality of life and the democratic process. They will discover and develop their interests and natural talents. They will become well informed and highly aware of our interconnected world and will pursue higher education and training which will allow them to pursue fulfilling careers.

Philosophy

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

Education Plan

Our overall educational plan is designed to guide instructional activities by providing consistency of content, expectations, methods and outcomes. Our efforts are *focused on creating instructional program coherence (IPC)*. F.M.

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Newman et al (2001) define *IPC* as a set of interrelated programs for students and staff that are guided by a common framework for curriculum, instruction, assessment, and learning climate, and are pursued over a sustained period of time by all teachers and staff. Our plan also embraces the Universal Design for Learning as described by C. Hitchcock, A. Meyer, D. Rose, et al www.udlcenter.org.

- **The scope and sequence** of all subjects will be based on California's content standards and frameworks and assessed by the California Standards Tests. **Curricular Guides** created by the instructional staff will map and pace the scope and sequence of skills and knowledge taught in Kindergarten through grade five for reading and language arts, English language development, math, science, and social studies and foreign languages—Spanish and Mandarin. The guides will also list □ essential questions and concepts related to each strand or sub-strand, □ academic vocabulary, □ benchmarks and rubrics, □ screening assessments for reading and math □ suggested formative and summative assessments, □ intervention strategies, □ enrichment strategies, □ references to core adopted materials, and □ model lesson plans created by teachers. The tested standards in reading and math will be highlighted and examples of **Released Test Questions** will be organized by standards allowing teachers to become more familiar with ways the standard might be assessed. Where possible, the standards from various strands within a subject and between subjects will be integrated for effectiveness and efficiency. Additional **local standards** that are considered critical pre or co-requisites will also be delineated. The development of **Curricular Guides** will be a part of our continuous improvement efforts and will be developed, modified, and enhanced as teachers work cooperatively to use best practices.
- **Core and supplemental instructional materials and resources** that are aligned with the standards will be purchased. State adopted materials lists will be our source for most media and texts. Additional resources that will make learning more effective include technology, manipulatives for mathematics, science kits, leveled & Lexiled books that present informational content, audio books, and experiences with art, music, dance, field trips, and national and international travel. Using digital technologies, will allow us to present content and activities in multiple ways that will suit the needs of different learners. This will include the ability to manipulate, and transform text to speech and speech to print and to modify the size and color of images, text and video. Our process of selecting all materials will include careful analysis of □ the alignment at each grade level to the standards for core subjects; □ the depth, and pace of standards coverage, □ the quality and **meaningfulness** of content and activities.
- **Specific instructional methods and lessons** are often described in teachers' guides that accompany textbooks. The delivery of instruction at **WLCLA** will not be driven by the lesson plans in the published materials. Instruction will be standards based and assessment driven. Guides will be used by teachers in the planning process but they will not be used in a lock-step way for instruction. Research and practice at our current elementary school support this position. Teachers are expected to develop thoughtful, creative lessons that are designed to effectively engage students in learning skills, vocabulary, procedures, concepts, and subject matter content. These lessons may use some or all of the elements of lessons from adopted core text. But more importantly **they must be based on the standards, and must be focused on meeting all students' needs**. The lesson design will include: □ clear goals and objectives that are an appropriate challenge for all students and are based on assessments, □ pretests of skills and topical content, □ formative assessments □ materials that have flexible formats to support all students' learning □ differentiated and small group instruction, □ learning activities and experiences that use multiple modalities, integrate culturally relevant content and the arts, and are designed around the principles of language acquisition (comprehensible input, receptive and expressive responses, verbal rehearsals, and deep discussions) □ checking for understanding □ guided and independent practice □ closure and consolidation.
- **Assessments and data inform instruction**. The process of assessing will be continuous and will help teachers make decisions about objectives, sequence of development, materials, activities, pacing, amount and type of practice. **Screening assessments in reading and math** will be administered to all students in grades K-2 and those in grades 3 – 5 who have scale scores below 325. These assessments will allow teachers to identify each student's performance on foundational and entry level skills such as the alphabet, print concepts, phonemic awareness, word attack and blending, spelling, syllabification, language development, fluency, number sense, arithmetic facts, etc. Early identification will allow the school to provide differentiated instruction, early intervention at the correct tier (RTI) or intensity. **Progress monitoring** using **formative assessments**, students' work, portfolios, behavioral checklists to verify and document that students are making adequate progress in achieving objectives. These will be done weekly or bi-monthly depending on the standards and subject. **Periodic benchmarks assessments** will be administered three times per year to allow teachers to measure the effectiveness of and to adjust standards-based instruction. **Performance Assignments** (2 -3 yearly) will include comprehensive projects that will require students to demonstrate

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their understanding of generalizations about a topic, theme or problem, etc. that are related to social studies, science and health. A project would include research, writing, oral presentations, art, drama, music, mathematics, geography, etc. Students would use technology for research, to embed video and audio clips, create PowerPoint presentations, etc.

- **Additional Important Elements** □ **Small class size** to allow for more differentiation and individualization □ **Increased time on learning** – All students must have sufficient time in school to learn successfully. The school will offer six (6) hours of daily instruction (8:00am-3:00pm) during a school year of 180 days. There will also be ongoing opportunities for extended learning that includes intervention or enrichment to meet individual student needs. □ **Additional learning opportunities** will include after school programs featuring art, choral and instrumental music, drama, dance, Spanish, and Mandarin language classes. □ **Character and social, interpersonal development** that will create the power of self-control in each child (Dewey 1963, pg. 64) while building a community of learners where each student cares about himself, others, and the world.
- **Professional Development**— Professional development is job embedded and incorporates initial training, coaching, lesson study, and inquiry groups. There will be 14 days of pre-service training prior to the beginning of the school year. Instructional specialist will support and guide teachers as they develop and refine curriculum maps for the year, and pace standards for the first and second trimesters. This is also the time when all teachers will receive direct training in the **First Six Weeks of School** and the protocols of **Morning Meeting**, programs that build academic and social-emotional skills needed for by all students. These programs which also help teachers to develop **classroom management skills** are published by Northeast Foundation for Children, Inc. During this pre-service period, teachers will also receive in-depth training in the strands of word analysis and vocabulary development, and how to administer the reading and math screening assessments. Weekly professional development will average 2 hours weekly throughout the year. This training will focus on refining the implementation of the **Responsive Classroom** practices and identified areas of the curriculum where teachers need more training. Teachers will also be **observed and coached** by instructional specialists and peers as a part of the ongoing process of implementing the practices and strategies presented during staff development. Differentiation would occur at the grade level and individual teacher level. Teachers would choose areas from the **Professional Standards for Teachers** for personal growth and development. Teachers would call on administrators, peers, instructional specialists, university professors, and the community for support in these areas.

Community Impact and Involvement

We know that the home environment affects how children learn. Our goal in working with parents is to enable them to support their children in learning by developing and adapting school practices and policies that allow parents to help children and where possible, by adapting school practices to fit the home culture. In addition, we want to help the parents feel heard, welcomed, comfortable asking questions and voicing opinions. Overtime, it is our goal to make this **school a Community Center** offering services such as before and after school programs, ESL and literacy programs for adults, conversational and academic Spanish language classes, mentoring programs, computer classes, health screenings, wellness classes, physical activities, sports, etc. Many of these services would be offered by other organizations and individuals in the community and facilitated by our Parent Community Coordinator.

Leadership/Governance

The **Watts Learning Center Language Academy** will operate as a non-profit public benefit corporation, officially known as the Watts Learning Center Foundation, Inc. The Board of Directors receives guidance from the each school's director or principal, faculty, parents, and the schools' Parent Council Presidents. With the support of its staff the **WLCLA** Director or Principal will oversee the day-to-day administration of the school. To create high-achieving schools, Board Members with certain skills have been assembled to meet policy area needs and insights. Some members have **expertise in governmental relations** which has allowed the Foundation to forge effective governmental relationships that are essential in navigating the overarching political environment of the Foundation and its schools. It has also been important to have board members with **educational expertise** in school regulations, curriculum design and school management. There are also board members with professional educational expertise at all levels of school operations, who were teachers at all grade levels and long-time advocates for better educational opportunities for inner-city children from low-income families. All Board members are asked to sign a Board Member Contract which stipulates their commitment to upholding the mission, vision, principles and policies and procedures of the foundation and the schools it oversees.

Fiscal Plan:

For more than a decade WLC has educated and served low-income students in South Los Angeles while at the same time maintaining our fiscal solvency through various budget crisis. Over these many years we have developed a fiscal

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plan and operating practices that have enabled us to succeed in our mission and vision to prepare traditionally under served students for success in their adult lives. Based on this fiscal plan and our projections we anticipate being able to share our mission and vision with even more South LA students. Our strategic development plan has always included a framework for continued growth and we believe that in conjunction with our fiscal plan, and assuming our application is approved, we will be able to continue succeeding in our mission and affecting the lives of even more students.

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Curriculum and Instruction

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

Reading and Language Arts

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

- ***The screening to identify children at risk of reading failure*** is a key part of our strategy. All students in grades K – 1 will be screened at the beginning of the school year to identify those at risk of early reading failure. Students in grades 2 – 5 will also be screened using initial reading fluency assessments using both passages and word lists. The screening assessments will be administered individually and will cover such early reading skills as letter-name knowledge, phonemic segmentation and blending, matching phonemes, letter-sound knowledge, and vocabulary. At end of kindergarten and at the beginning of first grade, students will be assessed on their abilities to read phonetically regular words, and selected high frequency words. As reading instruction progresses in first grade and beyond, students will also be assessed on their oral reading fluency. When a student fails to read passages fluently, his or her knowledge of underlying skills are assessed.

The following are the researched based content and practices that will allow us to achieve this goal:

- In kindergarten through grade three students will receive ***strong core classroom instruction***. The report of the National Reading Panel (2000) identified the critical components of early reading instruction as including explicit teaching to build phonemic awareness and phonemic decoding skills, fluency in word recognition, text processing, reading comprehension strategies, oral language, vocabulary, spelling and writing skills.
- Because various students will acquire these skills at different rates, ***teachers will provide instruction to small groups composed of children with comparable skill levels and needs***. In the ideal world, most students will receive work in tier one (1) in the ***RTI*** Three-Tier Model. We will monitor placement based on the real needs of students who often benefit more from short sessions of small group instruction where the learners and teacher are in very close proximity. This closeness allows the teacher to more closely monitor students and to provide truly responsive teaching. Often a few weeks of this type instruction in the

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early part of the year is sufficient to allow students to keep pace with tier one students. This approach will primarily be used for skills and concepts related to word analysis as found in the English content standards. Instruction related to reading comprehension and literary analysis standards may occur in larger groups but only for students who are making adequate progress in acquiring these skills in that grouping. This small group approach will also allow students who have more highly developed readiness in reading and language to focus on other aspects of language instruction. Please note, however, that all students will receive explicit phonics instruction since research and practice supports the fact that it is useful for all children.

- Phonemic awareness instruction will use a **VAK** approach. All students learn to use their hands and bodies while they segment words, blend sounds, count sounds, create rhymes, delete sounds, add sounds, count and analyze syllables, etc. The alphabetic principal is further developed using blocks and counters prior to using the letters. Teachers always begin with simple syllables with young children and students who have difficulty with the co-articulation of the beginning blends and ending clusters (complex syllables). For example:

The /k/ sound in **cat** is not the same as it is in **act**. In fact an English speaker does not voice this sound but pauses when the back of tongue touches the roof (hard & soft palates) of the mouth. In words like **hand, mint, thank, lamp, inch**, etc, the ending clusters are difficult for many readers and spellers to perceive because the place of articulation overlap. Consonants blends also present many problems. We will, there-fore, emphasize the manner of articulation of the consonants and the shape of the mouth and the position of the tongue for vowel sounds so that students have sensory, motor clues rather than just sounds as they learn beginning and advanced decoding and encoding skills.
- It is important to note that the approach allows students to process words in a consistent manner and yet the procedures are highly flexible and transportable. Students learn to use the procedures independently and are able to tutor their peers. They form the core approach (anchors) for analyzing patterns (cipher knowledge), segmenting, blending, and spelling all words including irregular high frequency words and tier two academic words.
- The use of picturable nouns and actions as prompts in almost all lessons supports language acquisition for ELL and SEL students. This method also helps both ELL and SEL students who tend to confuse many words that are similar in pronunciation. Louisa Cook-Moats refers to these as acoustic approximations. Examples include: shock/shark; shallow/shadow; continent/consonant.
- English is not as irregular as many believe. Our program will develop students' abilities to use the **six basic types of syllables to decipher words. These patterns will be taught early and consistently** to avoid the over-learning of short vowel patterns and confusion and miscues created by a lack of skill in discriminating between patterns. The basic syllable types are consistent patterns that exist in the English writing system. These patterns have not been systematically taught in any basal reading programs in recent use. We have not examined newly adopted text to determine the efficacy of instruction. Students learn the patterns by underlining the vowels, marking the consonants that follow the vowels, reading the rimes in words based on the pattern, sorting words, and finding examples in various texts including decodable text.

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- Students will also learn a more elegant technique for **analyzing and reading multi-syllabic words** that is based on the types of syllables. This strategy is taught to help students to chunk syllables. Using direct instruction, students learn how to mark the vowels, and cluster the consonants around the vowels to divide the words so that they can be read. Pseudo words and many scholarly words are used to teach the skill so that students develop confidence in its usefulness and their facility with it.
- **Vocabulary instruction** is also direct and builds on students' abilities to cipher and decode words. Teachers will provide direct instruction of both tier one and selected tier two words (Beck, et al) that are organized conceptually. **Examples:** Words that describe or related to feelings, position words color size value or importance movement speed power/strength, etc. Words can of course be classified in many ways but this approach help students to develop a schema which can be used to store an increasingly dynamic vocabulary. When teaching vocabulary, the teacher provides comprehensible definitions, and uses the words in rich context. The teacher guides the process called Hear! Say! See! Read! Write! Students repeat, analyze, read and write each word multiple times. In addition the students repeat sentences, complete oral sentence stems, show receptive understanding of words before independent expressive use. TPR and pictures are often used in the process especially with ELD levels one and two students. Students develop personal thesauruses containing synonyms and antonyms and words are placed on word walls for use by the students. Teachers also use a variety of WLCLA played with small groups or the whole class to reinforce the mastery of words. **This type of instruction is highly effective for all learners including SEL's and ELL's.**
- Most students have far more difficulty with **reading comprehension** of informational text than with literature of a similar readability. The reader must be able to accurately **identify the topic** of a passage or paragraph in order gain literal and inferential understanding about the **main ideas and details** conveyed in the passage. The ability to identify main ideas and details is improved when the reader can identify the similar subtopics shared by topics in a specific category. **Example:** Animals, famous people, non-living substances, an event, a war, a country, WLCLA, sports, a societal problem, etc. The reader who understands that similar topics will share similar main ideas and details have the schema (mental pattern) to anticipate and remember content of passages read but can also plan and write in a more focused manner. Our instructional program provides scaffolded activities designed to foster the development of these important concepts. This is primarily done by guiding students as they create questions about similar topics in a category. Graphic organizers, such as the Tree Map[®] are use to record and organize the topics. They are then ready to listen to or read various passages that give details about a particular topic or subtopic.

For example, questions about animals would include: What does it look like? What are its physical characteristics? What is its habitat? How does it reproduce? What is its life cycle? How does it rear its young? How is it useful to people? Where is it in the food chain?

Closely related to this is the skill of turning questions about similar topics into headings, subtitles and topic sentences and main idea statements.
- Most students will make adequate progress using our small group instructional model for word analysis and vocabulary development. Students that fall behind will receive additional

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instruction which will be provided by a classroom teacher 3 to 5 times weekly for 15 to 30 minutes. Progress monitoring will be weekly to bi-monthly depending upon the group of students. Students who have severe deficits will have additional **daily**, small group intensive instruction for 30 to 45 minutes. This **Tier 3** instruction will be provided by a resource specialist or reading teacher. Instruction is in addition to the core reading instruction.

- We will also provide **professional development for all** teachers in the use of instructional materials, reading content and methodology.

Primary Plan for RTI

1. Word Analysis, Vocabulary Development, Spelling			
<i>Teacher</i> direct Instruction	Independent Activities Reading, Library, Listening	<i>Resource Teacher</i> <i>or Team Teacher</i>	Time
Tier 1 Core Instruction			30 – 40 min
Tier 2-Intervention	Core Group-Tier 1	Tier 3 Intervention	20- 30 min
2. Reading Comprehension, Literary Analysis & Response			
Tier 1 Core Instruction			30-40 min.
3. Oral & Written Applications, Written & Oral Conventions			
Tier 1 Core Instruction			20 – 30 min.

English Language Development- ELD

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

To facilitate instruction, ELs are grouped by ELD level for daily ELD lessons that are separate and in addition to English language arts. **ELD will be taught by an authorized teacher, using state-adopted materials, for a period of not less than 30 to 45 minutes daily.** Instructional specialist will facilitate ELD lesson studies and ongoing examinations of ELD assessment data by grade-level teams for the purpose of supporting teachers as they focus on lesson design and delivery that target the diagnosed linguistic needs of English Learners.

English learners often lag behind their native English speaking peers in reading achievement. This need not happen because we know that English learners can learn to read in English at a rate comparable to native English speakers. Therefore, **all ELs will be taught to read in English from their first day of school.** Students will be screened and their progress closely monitored. Reading intervention will be provided during school and after school. They will also receive intensive direct instruction and participate in experiences designed to teach basic vocabulary and their academic English. Our instructional program for English Learners will also provide access to the core curriculum through **specially designed academic instruction in English (SDAIE)** and occasional primary language support by teachers, assistants and peers. These practices will help students to develop higher levels of fluency and provide access to the

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grade-level content standards in English language arts, mathematics, science, social studies, and other subject areas.

While our priority is quality first teaching, there is a recognition that English Learners who are not progressing through one ELD level per year will receive **additional and extended learning opportunities** to assist them in meeting reclassification criteria and to achieve benchmarks.

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

Mathematics

Our **primary goals** for mathematics instruction are that every student develops a high degree of **mathematical fluency** and each is able to successfully **pursue advanced courses in mathematics** in high school and college. Mathematically fluent students possess a solid understanding and command of computational and procedural skills; use mathematical reasoning to solve mathematical problems; communicate precisely about quantities and logical relationships using mathematical symbols and terms; analyze evidence and support arguments to support or refute hypotheses; make connections between mathematics and other disciplines; and apply mathematics to everyday life. **Our plan includes** the **adoption and purchase of textbooks** and other instructional materials that are **aligned to the state mathematics standards**; a **standards-based pacing plan** aligned with trimester assessments; **professional development for all** teachers in the use of instructional materials, mathematics content, and pedagogy. All teachers will use manipulatives and semi-concrete materials in teaching all math concepts. Teachers will also model, prompt and coach students in use of oral and written language as they learn to connect mathematical language to concrete and visual representations of mathematical ideas. Teachers will guide and monitor students in using **Math Journals in which students construct and record their learning** in chronological order.

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

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

OTHER CONTENT AREAS

All content areas, including Arts Education, Science, and Social Studies, are standards-based and aligned to the California State Content Standards. All instructional materials, instructional practices, and assessments for all content areas will be integrated where possible with the school's efforts in literacy and mathematics. Materials will also include primary sources of material and manipulative materials. **Our primary goal** is that students will acquire an **increasingly greater understanding of the world** as they explore topics in depth in history and social science and as a result they will **develop a respectful openness** to differences in

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people. The following principals and elements will guide the integration and implementation of the curriculum.

History/Social Science

- Curriculum emphasizes big concepts, beginning with the whole and then developing and understanding of the parts that make up the whole. Teachers will use their curriculum maps to ensure that they are addressing key curricular content standards. Most important will be the mastery of geography skills as well as the development of timelines to help students to represent the abstractness of time.
- In depth knowledge of a few well-selected topics will result in the development of big concepts and generalizations which will serve as the framework for future learning. Teachers on each grade level will choose topics from social studies and develop integrated, culturally relevant hands-on projects. Projects will require the exploration of a rich array of text and media, and the creation of end products that demonstrate the information and big ideas learned. The projects developed by each student will represent his or her individual interests and preferred mode of expression while at the same time demonstrating his or her understanding of the concepts, generalizations, and information.
- ***At every grade level students will learn that all people have a history and culture.*** Students will learn about and begin to understand the likenesses and differences in cultures in our local communities and in distance lands by learning about the home life, economic systems and resources, their history, government and politics, religion, science, education, sports, music, folk heroes, legends, values, communication norms, beliefs and traditions. By exploring representative examples of a group or nation's literature, visual art, music, and dance, the students will develop the basic concept that these arts reflect the culture of that group of people.
- ***The parents and community members will play an important role*** in planning and teaching these culturally relevant experiences. Therefore, many projects will include families' interests--hobbies, expertise, traditions and knowledge of the local history and their knowledge of their county of origin if not a native of this country.
- ***Local, national, and international travel will also be an important part of the social science curriculum.*** Local and regional field trips to selected venues will be planned. Currently, the fourth and fifth grade students and parents of the Watts Learning Center travel to Africa every other year. A trip to Egypt planned for December of 2010 will be the fifth to Africa. We will bring that program to WLCLA. With this much larger school and increased diversity, we will also travel to other places in the world like Europe, South America, Central America and Asia.

Science

As stated earlier, we are dedicated to insuring that all students become independent and highly literate in reading and language arts. This means that a large portion of the school day – one hundred twenty to one hundred fifty minutes daily is dedicated to reading and an additional sixty minutes to mathematics instruction. However, we will teach science standards comprehensively by carefully planning units within and across the grades and will ensure that students are provided balanced science instruction. ***We will purchase state adopted Instructional materials*** that provide teachers with a variety of options for implementation that are based on the science standards. At the same time, ***we will also use the science content found in the state adopted reading program to develop and reinforce science concepts,***

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content and processes. Our program will develop students' command of the academic language of science used in the content standards, and will include the teaching of investigation and experimentation skills along with direct instruction and reading. Students who need extra assistance to achieve grade-level expectation receive extra support and appropriate accommodations. These may include English language learners and SPED students. **Advanced learners will not be held back** but will be encouraged to study science content in greater depth. Each year teachers will organize their instruction into the units of study that correspond to the standards: For example in grade one the order of presentation would be physical science, life science and earth science. The program would also include the following:

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

Art, Music, Drama & Dance

Education in the arts is critical to building students' self-esteem, school engagement, and self-discovery. The visual and performing arts program will foster artistic expression that leads to deep involvement in thinking processes and discovery by students. In addition to the integration of the arts with the core curriculum, **students in grades four and five will participate in the MIND Institute's Music program**. We will also offer visual and performing arts classes as a part of the after school program. Students will have an opportunity to participate in one of these classes each trimester. Their work will be showcased in community performances at the end of each trimester.

b. Track Record of Proposed Curriculum

Our best evidence is the record of success of the students at the Watts Learning Center Charter School. The curriculum described here is not unique and all instruction is standards-based and assessment driven. We have only used state adopted texts for instruction in core subjects. But we do not always assume that the textbooks' approaches are the only way in which the standard should or can be taught. Finally, and most importantly we have assembled a staff that is truly committed and continues to become increasingly skillful at standards-based instruction, using a variety of creative ways to teach various skills and concepts and using assessments to monitor their students' progress.

c. Addressing the Needs of All Students

Our educational plan focuses on the individual student. We will use surveys and assessments to create a profile of each student. Personal interests, talents, preferred learning style, leadership ability, talents in the visual and performing arts, as well academic performance will be a part of the profile. This process will help us to identify students performing at, below or significantly above grade Level. The following strategies will be used to insure that every

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student receives a rigorous instructional program: □ differentiated instructional strategies □ cooperative learning and peer tutoring □ SDAIE and sheltered English for ELs □ direct instruction in small groups □ experiential learning tapping all modalities (VAKT) □ the integration of the arts □ visual, auditory accommodations □ the use of specialized materials □ technology, □ intervention programs □ after school, Saturday school and summer school programs for intervention and enrichment.

The California content standards and the English Language Development standards provide the framework for instruction in all programs and serve as one guide for high expectations for all students. ***Our strategies and practices are intentionally designed to reduce the number of students who need special education services.*** We know, however, that it is inevitable that some students will need these services. Our students with disabilities are provided educational programs and services that promote student results as outlined in each student's Individualized Education Program (IEP). ***We will provide a program for the special needs student that is built around the student's needs.*** We may provide designated instruction and services that include, but are not limited to □ Language and speech development and remediation □ Orientation and mobility instruction □ Adapted physical education □ Mainstreaming/Inclusion assistance □ Socialization skills training □ 1:1 assistance

The school will employ a ***Special Education Program Coordinator*** that will oversee the provision of services and reviews compliance of our special needs services delivery system. The entire teaching staff will receive intensive training in our special education process, program services and strategies.

d. Accelerated Learners:

Gifted and talented students are capable of ***higher cognitive levels of thinking and, critical reading.*** Because they tend to learn at a faster pace than other students, we will provide faster paced instruction in a less rigidly structured learning environment where they will learn independently or with small groups, have wide exposure to literature and topics in the content areas, and initiate and develop original research and projects that require productive and imaginative thinking. To facilitate challenging and faster paced learning, ***students will be clustered in one or more classrooms at each grade level.***

e. Instructional Strategies:

We have mentioned these strategies in the discussion of each area of the curriculum. The following is a summary of key strategies.

Content & Instructional Materials

- ***The scope and sequence*** of all subjects will be based on California's content standards and frameworks and assessed by the California Standards Tests.
- ***Curricular Guides*** created by the instructional staff will map and pace the scope and sequence of skills and knowledge taught at each grade level. This will insure that all critical standards are taught within and across the grades.
- All instruction will be standards-based and will use ***core instructional materials that are state adopted.***
- Where possible, the standards from various strands within a subject and between subjects will be integrated for effectiveness and efficiency.
- Additional resources that will make learning more effective include technology, manipulatives for mathematics, science kits, leveled & Lexiled books that present informational content, audio books, and experiences with art, music, dance, field trips, and national and

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international travel.

Assessment

Assessment must drive instruction. The following types of assessments will be used:

- **Screening assessments in reading and math** will be administered to all students in grades K-2 and those in grades 3 – 5 who have scaled scores below 325. This will help us to provide early intervention—short or long-term to all students needing it.
- **Diagnostic assessments** that will allow teachers to identify each student’s performance on foundational and entry level skills.
- **Progress monitoring** using periodic summative assessments four to 6 times yearly formative assessments, students’ work, portfolios, behavioral checklists to verify and document that students are making adequate progress in achieving objectives. These will be done weekly or bi-monthly depending on the standards and subject. Formative assessments will include many constructed responses to insure that students are mastering standards.
- **Summative Assessments** will be administered three times yearly to allow teachers to measure the effectiveness of and to adjust standards-based instruction. These assessments will also include constructed responses. In our effort to provide comprehensive periodic assessments, we will identify a publisher of assessments that meet our needs—items that reliably assess all standards taught during the trimester.
- **Student Projects and Performance Assignments**--three or more yearly--will include comprehensive projects that require students to demonstrate their understanding of generalizations about a topic, theme or problem, etc. that are related to social studies, science and health. A project would include research, writing, oral presentations, art, drama, music, mathematics, geography, etc. Students would use technology for research, to embed video and audio clips, create PowerPoint presentations, etc.
- We will use Power School to record and track data. The web-based platform allows us to make timely decisions that impact student performance while creating a collaborative environment for parents, teachers and students to work together.

Delivery of Instruction

Teachers are expected to develop thoughtful, creative lessons that are designed to effectively engage students in learning skills, vocabulary, procedures, concepts, and subject matter content. These lessons may use some or all of the elements of lessons from adopted core text. But more importantly **they must be based on the standards, and must be focused on meeting all students’ needs.**

- The **lesson design** will include: clear goals and objectives that are an appropriate challenge for all students and are based on assessments and pretests of skills and topical content. Teachers will also use materials that have flexible formats to support all students’ learning differentiated and small group instruction, **learning activities** and experiences that use multiple modalities, integrate content subjects and the arts culturally relevant content. The language used in the classroom is designed around the principles of language acquisition (comprehensible input, receptive and expressive responses, verbal rehearsals, and deep discussions). Teachers will check for understanding and provide guided and independent practice and insure closure and consolidation of learning.
- **In the moment responsive teaching**—where teachers are almost always aware of students’ responses and use them to guide and shape instruction.

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3. School Culture and Climate

a. Description of Culture

Students learn best in a positive social and academic environment. ***Our creation of this positive environment must be intentional, systematic and schoolwide.*** We believe that the development of students' self-esteem and social behavior will result in the type of students who excel academically but also demonstrate the following behaviors:

- Students work effectively both independently and cooperatively depending on the needs of the situation.
- They are increasingly self-directed in accomplishing school, home responsibilities, and personal goals.
- They are able to talk about long-term goals for their lives and possible steps needed to reach those goals.
- They treat other students, teachers, staff, and parents with respect and courtesy.
- They feel accepted by and connected to the teacher, classmates and staff.
- They feel capable of learning and see themselves as important contributors to the class and school.
- Few if any students are referred for misbehavior or suspensions.

To create this positive environment, our **teachers** will not only possess the ability to plan and deliver content knowledge but they must accept full responsibility for students' academic success and social growth. They can expect support from the administrative staff and almost always can expect it from parents and guardians. However, when it seems that support from the home is lacking it will never be used as an excuse for failing to educate and care about every student. This attitude will be demonstrated in the following ways:

- Our teachers help each student to feel that he or she is connected, capable and a contributing member of the class.
- They use mostly informative feedback rather than praise and criticism to facilitate growth in academic and social behaviors. ***Most teacher talk and interaction with students is positive rather than negative.***
- Students, parents, colleagues and school leaders are treated with respect and courtesy.
- Teachers communicate honestly, professionally, and courteously with parents about students' academic and social growth.
- They are eager and willing to work collaboratively and share their expertise with other teachers and staff members.

Our administrative and support staff also play a key role in the school climate. Some important behaviors include:

- Students, parents, teachers, and support staff are treated with respect and courtesy by the Members of the Board of Directors, the Executive Director, Principal, instructional specialists and all support staff.
- Everyone entering the school is acknowledged and greeted promptly in a friendly, respectful and courteous manner.

We will create this positive culture and environment by implementing components of the Responsive Classroom—developed by Northeast Foundation for Children. During the first year all teachers will continuously use strategies from the **First Six Weeks of School** and implement **Morning Meeting**. The **First Six Weeks of School** is a comprehensive guidebook for K-6 teachers. It features:

- Daily plans for the first three weeks and commentary about these plans at three grade levels: primary (K-2), middle (3-4), and upper (5-6) Detailed guidelines for:
 - — Building community
 - — Creating rules and teaching routines
 - — Introducing engaging curriculum
 - — Fostering autonomy

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- — Integrating social and academic learning
- — Establishing high expectations for learning and behavior
- This resource also contains an extensive collection of activities, greetings, songs, read-alouds, and resources especially useful during the early weeks of school.

The **Morning Meeting** is a powerful teaching tool for building community, increasing student investment, and improving academic and social skills. Meeting activities include greetings, group activities, news & announcements and sharing. These activities will take approximately 15 – 30 minutes daily. The skills learned during morning meeting are directly applicable to the academic program. For example, sharing focuses on having caring, conversations which facilitate discussions. ***Since this school will bring together a staff that has never worked together, we are confident that the use of the Response Classroom approach will have a very positive impact on creating the positive learning environment we desire and students deserve.***

We will also apply many of the principles of the **Responsive Classroom** approach to the entire school--hallways, playgrounds, restrooms, and lunch areas and assemblies. ***During the first weeks of school, teachers will go through a rules creation process that will guide students' behavior inside and outside the classroom. In doing so, we will create an effective school-wide discipline plan***

b. College and Career Readiness

College and career readiness begins at the elementary school level where teachers, parents and adults set the stage by sharing their hopes and dreams for students. Students are encouraged to have hopes and dreams by connecting the curriculum to themselves and the outside world. This is done during Morning Meeting when students get to discuss various topics. It also occurs when teachers guide students in making connections about the curriculum to the world and to themselves—skills, abilities, interests and talents. This goal setting starts in the first weeks of school and is continuous. ***Every teacher is expected to have discussions about hopes and dreams for their students. It is a must do!***

- What skills are needed by everyone to be successful in life, no matter what work we do?
- Who would like to be an illustrator or a writer? Who likes to write poetry?
- Who wants to be a scientist? Who likes learning about animals? Natural disasters?

Each student at every grade level will create a *My Hopes and Dreams* book. At the kindergarten level, this may be a book compiled by the class. As students move up the grades, the content of their books will become very comprehensive and will demonstrate their increasing understanding of what it means to live and work successfully in an adult world.

At the WLCLA each classroom will be named after a college or university. Students learn more about their college throughout the year from the teacher, from personal research, and from staff members who are graduates of the college. An annual career day will also occur. And finally we know that we must do everything we can to insure that every student becomes independent and fluent in reading, writing and mathematics and are developing the skills and perspective of a life long learner who look at every situation or problem as an opportunity to learn and grow.

c. Proposed School calendar and Schedule

We will adopt a school calendar with at least 180 full-days and provide more instructional minutes than required by the State of California through the use of an extended day schedule.

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WLCLA Proposed School Calendar 2010 - 2011

AUG	M	T	W	TH	F	S	SEPT	M	T	W	TH	F	S	OCT	M	T	W	TH	F	S	NOV	M	T	W	TH	F	S	
2010	1	2	3	4	5	6	2010			1	2	3	4							1	2		1	2	3	4	5	6
	8	9	10	11	12	13		7	8	9	10	11	12		4	5	6	7	8	9		8	9	10	11	12	13	
	15	16	17	18	19	20		14	15	16	17	18	19		11	12	13	14	15	16		14	15	16	17	18	19	
	22	23	24	25	26	27		21	22	23	24	25	26		18	19	20	21	22	23		20	21	22	23	24	25	
	29	30	31					28	29	30	31				25	26	27	28	29	30		27	28	29	30			

DEC	M	T	W	TH	F	S	JAN	M	T	W	TH	F	S	FEB	M	T	W	TH	F	S	MAR	M	T	W	TH	F	S	
2010					1	2	2011	2	3	4	5	6	7	2011						1	2	2011					1	2
	4	5	6	7	8	9		9	10	11	12	13	14		4	5	6	7	8	9		4	5	6	7	8	9	
	11	12	13	14	15	16		15	16	17	18	19	20		11	12	13	14	15	16		11	12	13	14	15	16	
	18	19	20	21	22	23		21	22	23	24	25	26		18	19	20	21	22	23		18	19	20	21	22	23	
	25	26	27	28	29	30		28	29	30	31				25	26	27	28				24/31	25	26	27	28	29	

APR	M	T	W	TH	F	S	MAY	M	T	W	TH	F	S	JUN	M	T	W	TH	F	S	JUL	M	T	W	TH	F	S
2011		1	2	3	4	5	2011						1	2011		1	2	3	4	5	2011						
	7	8	9	10	11	12		3	4	5	6	7	8		7	8	9	10	11	12							
	13	14	15	16	17	18		10	11	12	13	14	15		14	15	16	17	18	19							
	20	21	22	23	24	25		17	18	19	20	21	22		21	22	23	24	25	26							
	27	28	29	30	31			24/31	25	26	27	28	29		28	29	30										

- Professional Development
- First Day of School
- Holidays & Breaks
- Trimester Assessments
- Parent Conferences
- Report Cards
- Back to School Night
- Open House

Sample Daily Schedule- Monday, Tuesday, Thursday & Friday

Total instructional minutes is three hundred sixty (360)

Activity	Time—Grades K--3	Grades 4 - 5
Breakfast	7:20 – 7:50	7.20 –7:50
Morning Meeting	8:00 –8:20	8:00 –8:20
English Language Arts	8:20—9:30 & 9:50—10:10	8:20—10:20
Nutrition & Recess	9:30-9:50	10:20—10:40
ELD	10:10-10:40	10:40—11:10
Mathematics	10:40 –11:40	11:10—12:10
Lunch & Recess	11:40—12:20	12:10—12:50
Science	12:20—1:00	12:50—1:50
*Computer Lab or Intervention	1:00 –1:45	1:50—2:50 (twice weekly)
Social Studies & Arts	1:45—2:50	1:50—2:50 (twice weekly)

* Students assigned based on performance levels and needs. Students will also receive 60 minutes of physical education once weekly when teachers on each grade level having common planning.

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Sample Daily Schedule- Wednesday

Two Hundred Sixty Minutes (260)

Activity	Time—Grades K—3	Grades 4 - 5
Breakfast	7:20 – 7:50	7.20 –7:50
Morning Meeting	8:00 –8:20	8:00 –8:20
English Language Arts	8:20—9:30 & 9:30—10:00	8:20—10:20
Nutrition & Recess	9:30-9:40	10:20—10:30
ELD	10:00-10:30	10:30—11:00
Mathematics	10:30 –11:30	11:00—12:00
Lunch & Recess	11:30—12:10	12:00—12:40
Science	12:10—12:40	12:40—1:10
Social Studies & Arts	12:40 –1:10	12:40—1:10
Early Dismissal	1:15	1:15

Staff meetings and professional development will occur each Wednesday from 1:30 -4:00 PM
On average thirty minutes or less will be devoted to staff meeting. Total minutes of instruction for 180 days will be 61,600 minutes.

d. Extracurricular Program

The school will offer extended learning and opportunities for enrichment after school. Programs will include after school program, Enrichment Saturday School, a No Child Left Behind Saturday School, a summer school program, and referrals to partners for social services support.

The after school program will offer homework assistance, language literacy, mathematics, art, dance, instrumental music, and Spanish and Mandarin language classes. Saturday School will be held in 4-week, half day cycles. The program will include intensive reading and writing skills workshop, test-preparation strategies, and ELD classes for non-native speakers, These classes will focus on the development of vocabulary, sentence structure, basic grammar and spelling,

The intervention program as prescribed in **No Child Left Behind** will focus on additional homework assistance, targeted tutoring in language literacy development, targeted tutoring in mathematics literacy development, intensive support in writing skills development, and targeted tutoring in reading comprehension. **The summer school program** will offer classes in the content standards in which students as an aggregate demonstrated the least proficiency in the previous academic year and will provide students that have demonstrated proficiency the opportunity for enrichment activities, field trips, or apprenticeships. WLCLA will partner with local educational and business institutions to offer additional tutoring opportunities, mentoring, and enrichment opportunities.

e. Student Discipline

Student discipline is everyone’s responsibility. Because we want children to learn and choose behaviors that will create a positive, respectful, safe and clean environment, our adoption and implementation of the **Responsive Classroom** approach plays a central role our achieving this goal. The Discipline Committee will be composed of staff, parents and students. They will be responsible for establishing schoolwide rules for behavior, methods of intervention and consequences. This policy will be consistent with the philosophy of the **Responsive Classroom** approach.

Despite a positive learning environment that facilitates positive decision-making and conflict resolution, a student may engage in repeated violations of the school’s behavioral

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expectations. Through discussions with the student and his parents we will first make every attempt to understand the student's underlying "story" that seems to determine his or her pattern of behavior. We will also observe this student inside and outside his classroom. A specific, written remediation agreement will be developed for this student. The teacher, administrative staff, psychologist, counselors and the student's parent or guardian will outline the conduct expectations, methods and timelines for assessing improvement. Interventions may include but are not limited to, conflict resolution strategies, medical/mental health referrals, changing classes, parent conferences, daily/weekly progress report to parents, referral to Student Success Team. Consequences for failure to meet the expectations may include, but are not limited to, suspension or expulsion.

The WLCLA will follow the guidelines of Education Code 48915 (c) and immediately suspend and recommend- expulsion for students who possess, sell or furnish a firearm, brandish a knife at another person, unlawfully sell a controlled substance, or commit or attempt to commit a sexual assault or sexual battery. Expulsion will also be recommended (Education Code 48915 (a) for causing serious injury to another person, except in self defense, possession of any knife, explosive, or other dangerous object. A student may be suspended or expelled for these acts listed below if the act is related to school activities or school attendance occurring at the WLCLA or at any other school-sponsored (related) activity: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; and (d) during, going to, or coming from a school-sponsored activity.

f. Accommodations & Modifications

Our goal is to provide an equitable education for all students. We will provide appropriate accommodations and modifications for each student having physical or mental impairments which may limit their full access to an education. This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. A 504 plan, which falls under civil-rights law, spells out the modifications and accommodations that will be needed for these students to have an opportunity to perform at the same level as their peers, and might include such things as wheelchair ramps, blood sugar monitoring, an extra set of textbooks, audio books, a peanut-free lunch environment, home instruction, or a tape recorder or keyboard for taking notes.

The WLCLA will make every effort to search, identify and serve all special needs students enrolled in the school. The enrollment application includes a section that the parent must complete that helps us determine:

- If the child is in need of an assessment
- If we need to conduct more thorough observations to further determine if the child should be referred for an assessment
- If a pre-referral intervention plan meeting is appropriate
- If a child has already been identified as being in need of special services
- If the child is a regional center client
- If the child has a pre-existing or active IEP or 504 plan.

If a parent answers yes to any of the questions in this section of the enrollment agreement, our special education program meets with the family to review a previously existing IEP and/or discuss the child's needs upon entering our program. If needed, a team made up of the parent/guardian, teacher, student and administrator will come together to discuss and identify the student's needs and develop an intervention plan to ensure the student's academic

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and social success in school. ***Parents will be informed of their child's right to special education and related services that are available to them at no cost.***

g. Students' Nutritional Needs

Watts Learning Center aims to promote optimum learning for each child and recognizes that a healthy, well fed child is important to good learning. Research has shown that children that eat a healthy breakfast and lunch have better attendance rates, spend more time on task and have higher standardized test scores. Our school promotes a healthy lifestyle by participating in the National School Lunch Program which provides one third of the daily recommended allowances of protein, Vitamin A, Vitamin C, iron and calcium and calories. In order to maximize the health of students, the school has a policy that does not allow junk food on campus or on any school related trip or activity.

Two equally important aspects of the nutrition program are education and participation in the physical education program. Students receive nutritional information via the comprehensive age appropriate health information program administered by teachers for all grade levels. Students also participate in the physical education and yoga programs on a weekly basis in order to develop a healthy lifestyle.

4. Assessments and School Data

We will assess specific grade level content knowledge to determine Students' level of mastery that content and critical thinking skills using a variety of measures. Most have been previously mentioned.

a. Educational Goals and Metrics

Please see the attached Accountability Matrix that provides details of the schools quantifiable achievement goals.

b. Student Assessment Plan

Student achievement in developing grade level content mastery in specific knowledge and critical thinking skills will be assessed using a variety of assessment measures. Such assessments are necessary to map the schools strengths and weaknesses and to hold students, parents and teachers accountable. WLCLA will clearly define what students should know in each subject in each grade level. These measurable student outcomes are based on a comprehensive monitoring and assessment structure that includes data from statewide accountability measures.

The formal assessment program will be aligned with the State Testing and Reporting System (STAR) and the timeline of the District using multiple measures for evaluating student success. The state assessment and the California Standards Test (CST) will serve as benchmarks in measuring grade level achievement of student learning standards. Results of assessment data will be analyzed and disaggregated by groups of students in order to determine strengths and areas for improvement. Performance Assignments (curriculum embedded) and Student Product Rubrics will be used to measure bi and tri- annual progress of students' mastery of skills and standards. Authentic assessment processes will form the basis of our evaluation program to measure student outcome goals.

Students with special needs will be provided with necessary accommodations to perform successfully on quizzes and tests while not "watering down" the curriculum.

The following is a description of the proposed assessment schedule to determine student performance levels and other school success indicators:

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Assessment Schedule

Assessment	Description	Rationale	Frequency
<p>Reading Entry Level Assessments</p> <p>Source--Adopted Reading Program, school developed assessment or published assessments like: TOPPS, LIPS, Brigance, etc.</p>	<p>In grades k & 1 students will be assessed on the alphabet, various phonemic awareness skills, phonics, and word reading.</p> <p>Students in grades 2 and above will be given oral reading fluency assessments.</p>	<p>These assessments are used to determine the proficiency of individual students or groups of students according to a specific standard or prerequisite skill or knowledge. Teachers should use the information gained from entry-level assessments to offer, if needed, focused instruction in identified areas while including all students in grade-level instruction.</p>	<p>Once –in Fall or whenever a student enters the school</p>
<p>Math Entry Level Assessments</p> <p>Source: Adopted Math Program</p>	<p>The focus of this assessment will depend on the grade level and the pre and co-requisite skills.</p>	<p>Entry-level assessment identifies what the student already knows and helps the teacher place the student at the most efficient starting point for his or her learning. In mathematics, a properly placed student will not waste time reviewing material he or she has already mastered. Nor will that student find himself or herself lost in instruction that is far beyond the student’s current understanding.</p>	<p>Once –in Fall or whenever a student enters the school</p>
<p>Formative Assessments</p> <p>Source: Adopted Program, and teacher or staff created.</p>	<p>Assesses students’ knowledge, skills, application, etc. of objectives related to the mastery of a standard. <i>This is often student work</i>, weekly mini-assessments, homework, checklists of observed behavior.</p>	<p>These assessments are critical because they help the teacher can adjust instruction from day to day and for various individuals—pacing, complexity, etc.</p>	<p>Once a week or more frequently depending upon the skill and the students.</p>
<p>Progress Monitoring Language Arts and Math</p> <p>Source: Adopted Program, and teacher or staff created.</p>	<p>Periodic assessments for all students, the domains and strands of the standards are assessed at the end of each <i>major set of lessons</i> (every six to eight weeks) to ensure all students are progressing as expected and to provide feedback on the effectiveness of instruction.</p>	<p>The tests, which are curriculum embedded and aligned to instruction, will be administered and scored by the teacher. The results will be analyzed for each student and classroom on the basis of established levels that identify (1) who is at mastery; (2) what percent of students are at mastery; and (3) which students need additional instructional support and in what area.</p>	<p>Every 8 Weeks</p>
<p>Summative Assessment</p> <p>Source: Publisher or an assessment provider TBD</p>	<p>When reliable these benchmark tests assess standards mastered to date leading up to CST test.</p>	<p>They are used to determine whether the student has mastered the content and to document long-term growth.</p>	<p>Trimester Test every 12 weeks</p>
<p>CELDT</p>	<p>Assesses Eng. Lang. Dev. Levels.</p>	<p>Required for</p>	<p>(Annually or 30 days following enrollment)</p>
<p>Grade 4 Writing Task</p>	<p>Writing applications ELA &</p>	<p>Required testing – CALIF STAR</p>	<p>Annually - March</p>
<p>CST</p>	<p>Mathematics standards test</p>		<p>Annually May</p>
<p>Grade 5 Science</p>	<p>Assess grade 4 and 5 science standards.</p>		<p>Annually May</p>
<p>Grade 5 PE Test</p>	<p>Federal Assessment- Assess strength & agility</p>		<p>annual</p>
<p>Surveys of School Culture & Climate & programs</p>	<p>Survey of parents, students, teachers, staff, etc.</p>	<p>This will allow us to get feedback about critical aspects of the school: educational program, working conditions, concerns, etc so that problems may be identified and addressed</p>	<p>December & May</p>

c. Data Team and Instructional Team

There will be three data teams which will be organized by grade levels—k-1, 2-3 and 4-5. Each team will be lead by the instructional specialist assigned to the team. This team will review and analyze the data so that it is continuously guiding instructional content and practice. The principal, assistant principal, instructional specialists, bilingual coordinator and resource

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specialist will monitor schoolwide data related to all areas of the school which will also insure coherence in implementation of programs.

d. Data Systems

The school will use LAUSD's forms to develop, maintain, and review assessments and IEPs in the format required by the District and will enter assessment and IEP data into the District's Welligent web-based system to input IEP data in accordance with LAUSD policies and procedures which will be managed by the Special Education Coordinator in collaboration with the Executive Director. **WLCLA** will submit to the District all required reports, including but not limited to SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

e. LAUSD Report Card

We will track all the same information presented in LAUSD School Report Card. We will likely use a combination of our own surveys and others design by LAUSD.

f. Research and Evaluation

To ensure that educational practice is improved by the process, we agree to participate in research and evaluation projects in partnership with LAUSD, higher education institutions and or research organizations. We understand that this may involve surveys or interviews with teachers and parents to understand factors associated with student performance.

g. Operational Goals and Metrics

Please see attachment of chart outlining our goals.

5. Professional Development

a. Goals and Strategies

Staff development and training of teachers has the highest priority because we recognize that high quality, positive teachers have the greatest impact on students' learning and attitudes. Watts Learning Center Language Academy's goals for comprehensive staff development are designed to promote continual improvement in its staff's professional practice so that our school's objectives are achieved. We know that *what teachers know and can do* make the crucial difference in what students learn. The staff development plan here includes content knowledge, knowledge of instructional methodology and assessments, and knowledge about how students learn. We will support teacher's growth by using metacognitive coaching; facilitating their participation in lesson studies, common planning and data analysis; and by providing feedback based on regular classroom observations.

Our school plan will be focused on developing **Instructional Program Coherence**. Our primary objectives for professional development are outlined in the **attachment WLCLA PSC Professional Development Objectives**. The following areas are outlined: Creating a Positive Classroom and School Environment Knowledge of the Standards, Knowledge and Use of Assessments, Knowledge of Special Education Programs and Procedures ELD Methodology Knowledge of Content and Instructional Methodology in Reading and Language Arts Knowledge of Content and Instructional Methodology in Math Instructional Methodology – Writing Strategies and Genres.

We have found that all teachers must become experts on the standards. They must also focus their attention on the students and what they are learning. Documentation of learning will be done by using the assessments we've identified and via classroom observations. . Instructional specialists who are experts in teaching in general and reading and language arts will lead the PD sessions. As students' and teachers' needs are assessed, we will refine our

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objectives and identify additional resources to support our efforts to improve effectiveness. These will include external consultants, online learning and conference attendance. ***During this first year, we will focus more time on building the school culture and teaching and assessing reading across the grades.***

b. Teacher Orientation

Teacher orientation will include: A tour of the school and an introduction of all support staff The use of Morning Meeting protocols to start each PD day A tour of a “model classroom” established at each grade level by the instructional specialists Daily PD sessions on the standards & instructional methods –whole group and sometimes by grade level. Topics selected are outlined in our PD Goals and Objectives School operations.

C. PD Calendar

Our school calendar shows that there will be ***14 days of PD before the first day of instruction.*** Each week there will be three hours of professional development. Two to two and one half hours will occur each Wednesday. ***Common planning*** on each grade level will also occur weekly. The students of released teachers will participate in PE classes. A physical education teacher assisted by teaching assistants will provide instruction during this time.

d. Program evaluation

The effectiveness of PD will be evaluated in the ***regular observation of teachers in the process of teaching and by looking at student data.*** Observations will be formal and informal. ***Regular informal observations*** will assist the principal and instructional specialists in monitoring and providing additional support and resources. Questions like the following will guide our evaluation of PD effectiveness:

- Are teachers well planned? Are students generally engaged, and responsive? Are the methods and procedures introduced in staff development used appropriately and consistently? To what extent is instruction standards-based? What are the variety of learning activities and strategies used in the classroom? To what extent are teachers implementing ELD instruction daily? How and to what extent are accommodations and modifications implemented? **How are students performing academically and socially as measured by various assessments?** To what degree have teachers created positive classroom environments? What are the incidences of referrals for discipline? How do teachers feel about the tone and culture of the school? How do students feel about the tone and culture of the school?

6. Professional Culture

a. Key Elements of the Culture

Our teachers will demonstrate the qualities of life-long learners. All instruction is objective and standards-based and assessment driven rather than program driven. Teachers adapt their teaching to meet the needs of the class and of each child. They create serious classroom learning environments yet learning experiences are exciting, challenging, fun, and engaging. They are able to evaluate students work while keeping a continual view of the standards and each student’s strengths, weakness, interests, and developmental level. Our teachers help each student to feel he or she is connected, capable and a contributing member of the class. They use mostly informative feedback rather than praise and criticism to facilitate growth in academic and social behaviors. Students, parents, colleagues and school leaders are treated with respect and courtesy. They communicate honestly, professionally, and courteously with parents about students’ academic and social growth. They are eager and willing to work

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collaboratively and share their expertise with other teachers and staff members.

b. Evaluation & c. Feedback

Please also see the section on PD which does cover most of this.

We will use surveys from teachers, administrative and support staff, parents, students and the community to evaluate our school culture. Teachers and all staff will be apprised of the results of the survey and will play an important role in a process of collaboration focused on improvement. Any changes in the program will be guided by our educational goals and our vision. Our values related to inclusiveness—everybody is important and cared about—will also be a guiding principle.

7. Serving Specialized Populations

a. Specialized Instruction

Our educational plan focuses on the individual student. We will use surveys and assessments to create a profile of each student. Personal interests, talents, preferred learning style, leadership ability, talents in the visual and performing arts, as well as academic performance will be a part of the profile. At the time of enrollment we will seek to identify all students who may need special services.

We will seek to provide integrated services for all of our students. Staff will meet to discuss the needs of all students and determine the appropriate prior interventions that will enable them to succeed. When necessary, as part of the general education process, the school will bring together a **Student Success Team** to provide early intervention services to support any student at risk of school failure. This team will consist of, at a minimum, the student's referring teacher, the special education coordinator, parent(s), and the student. Other members may include the director, the school counselor and any other teacher wishing to participate. On-going training will be provided for our general and special education staff on effective educational practices and teamwork, strategies to determine the needs of each student and appropriate and effective intervention services and strategies. In addition, all teachers will receive training on our Special Education Process.

i. Implementing and Monitoring the Special Education Process.

The Special Education Process includes: **Step 1:** Referral for Assessment, **Step 2:** Assessment **Step 3:** Development and Implementation of Individualized Education Program (IEP), **Step 4:** IEP Review.

Step 1: Referral for Assessment: When a child has been referred for assessment by parents, guardians, teachers or other school personnel, the parent or guardian will receive a written response from school within fifteen working days of the receipt of a referral for the assessment. If the school determines that an assessment of a student is not appropriate, the parent will receive written notice of this decision. This notice explains the basis for the refusal and the parent's right to request a due process hearing to contest the charter's refusal. If WLCLA determines that an assessment is appropriate, the parent will receive an Assessment Plan. The parent must consent to the assessment plan (AP) by signing it before the assessment can take place. The parent has fifteen days from the receipt of the AP to consent and sign it. If the parent does not consent to the AP, WLCLA will meet with, discuss and work through concerns and resolve this difference. If the parent still does not consent, WLCLA may opt to initiate a due process hearing to override the parent's refusal to consent, in an effort to protect the student if we believe that the student is being denied necessary services

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Step 2 Assessment: Within fifty days, not counting school vacations greater than five days, from the receipt of the parent's signed AP, the school will complete the assessment and hold an Individualized Education Program (IEP) meeting. Assessing the student involves gathering information about the student to determine whether the student has special needs, and if eligible, the nature and extent of special education services that the student may need. Assessments may include individual testing, observations of the student at school, interviews with the student and school personnel who work with the student, and a review of school records, reports, and work samples. Student is assessed in all areas related to his or her alleged disability. Assessment is administered in the student's primary language or in the presence of an interpreter. Assessment includes a variety of appropriate tests to measure a student's strengths and needs. Assessment is adapted for students with impaired sensory, physical, or speaking skills. A multidisciplinary team, including at least one teacher or other specialist with knowledge of the student's supposed disability, will assess the student. Assessment materials and procedures are racially, culturally, or sexually non-discriminatory. If the parent disagrees with the school's assessment of their child, the parent may obtain an independent educational assessment at public expense only if the school is not able to demonstrate that the evaluation was appropriate. Upon the parent's request, **WLCLA** will provide information about how to obtain this independent assessment by a qualified examiner.

Step 3: Development and Implementation of an Individualized Education Program (IEP) After a student has been assessed, an IEP meeting will be held at the school during a time that is convenient for the parent, and the WLCLA staff. At the IEP meeting, the team will discuss the assessment results and determine whether the student is eligible for special education services. If the student is eligible, then an IEP will be developed at the meeting. The following people are members of the IEP team: The parent or guardian, and or their representative A WLCLA administrator or qualified representative who is knowledgeable about the program options appropriate for the student The student's teacher; if a student does not presently have a teacher, a teacher with the most recent and complete knowledge of the student and who has observed the student's educational performance; if a teacher with the most recent knowledge of the student is not available, a special education teacher qualified to teach a student of his or her age Other persons, such as the student, whom the parent or the school wishes to invite persons who assessed the child or someone familiar with those assessment procedures.

The team will discuss the assessment and consequent goals and set up an Individualized Education Program for the student. After the written IEP has been finished, it will be implemented as soon as possible. The parent can review and request revisions of the plan. The IEP will contain: Annual goals and short-term objectives focusing on the student's current level of performance The services that the student will receive When the services will begin, how often they will provided, and for how long The instructional program(s) where these services will be delivered The rationale for placement decisions The amount of time the student will spend in general education. If the student is not completely educated in general education, the IEP will state why The IEP will state how the student's progress will be measured Transition goals for work-related skills ESL goals as necessary.

Students with disabilities will attend WLCLA, unless the IEP determines that the best services and the least restrictive environment is at another school. The school will make

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available to all parents and teachers, the LAUSD, state, and federal literature regarding special education programs, regulations, and laws.

Step 4 IEP Review If a student is receiving special education services, an IEP meeting is held at least once a year to determine how well the IEP is meeting their needs. In addition, every three years, the student is reassessed and their IEP reviewed as part of an overall comprehensive reevaluation of the student's progress, in accordance with the IDEA regulations. If a parent or teacher has concerns that the student's educational needs are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year, by sending a written request to the school. Once the request is received, **WLCLA** will hold the IEP meeting within thirty days not counting school vacations greater than five days. The parent or teacher may request a reassessment by sending a written request to the school or completing a Request for Special Education Assessment, which can be obtained at the school office. **WLCLA** will obtain written permission from the parent or guardian before it reassesses the child.

ii, Provision for LRE

Most or all SPED students will be educated with their non-disabled peers to whenever possible. **WLCLA** considers the continuum of program options goes from least to most restrictive for the student: general classes, to RSP/SDC classes to special schools/centers to non-public/home to state/residential hospitals. Assessment and standardized testing procedures will be implemented, including guidelines for modifications and adaptations, to monitor student progress.

The team considers the least restrict setting for the student and determines the extent to which mainstreaming to regular education will enable the student to enhance his/her educational, social, emotional and/or physical growth. The team further determines which supplemental aids and services are necessary to ensure inclusion throughout the school day. The mainstream experiences and supplemental services are written into the student's IEP.

iii. Extended School Year Services

All eligible students, including those with disabilities, will receive these services.

iv ELL & SEL Students,

To facilitate instruction ELs are grouped by ELD level for daily ELD lessons that are separate and in addition to English language arts. ***ELD will be taught by an authorized teacher, using state-adopted materials, for a period of not less than 30 to 45 minutes daily.*** Instructional specialist will facilitate ELD lesson studies and ongoing examinations of ELD assessment data by grade-level teams for the purpose of supporting teachers as they focus on lesson design and delivery that target the diagnosed linguistic needs of English Learners. English learners often lag behind their native English speaking peers in reading achievement. This need not happen because we know that English learners can learn to read in English at a rate comparable to native English speakers. Therefore, ***all ELs will be taught to read in English from their first day of school.***

The program described earlier in English Language Arts has been highly successful for the SEL students at the Watts Learning Center Charter School. The content is made culturally relevant and we use contrastive analysis when teaching Standard English usage. Our greatest success has come from implementing an instructional program that is standards based.

8. Family and Community Engagement Strategy

a. Description of the School community

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South Region Elementary School # 1 is located at 8919 South Main Street, Los Angeles, California 90003, as are the overcrowded schools it will relieve. According to the most recent data (US Census, 2000) the population was 58,187. Forty percent were below the poverty level. The median household income was \$22,346. Thirty-two percent (32.2%) were African American and sixty-six percent (66%) were Latino. Thirty-seven (37) percent of persons 25 or older were high school graduates or higher. Approximately 63 percent of adults did not have a high school diploma. The percent having a bachelor's degree or higher was only 3.3 percent. Nationally these percentages were 80.4 percent high school graduate or higher and 34.4 percent college degrees. Of the households with children under 18, forty-four percent were headed by single mothers or fathers.

Based on the above demographics and those of the impacted schools, we can expect the majority (70- 80%) will be Latino and will live in homes where English may not be the dominant language. The balance (20% - 30%) will be African American, and many may speak African American Vernacular English. The level of poverty and unemployment will mean that a majority—90+ percent or more—will qualify for free or reduced lunches and will be classified as socioeconomically disadvantaged. In general the population is often considered culturally ***different*** or disadvantaged when compared to the dominant European culture which determines the values, beliefs, practices and customs in schools. Many are therefore, often “at risk” of becoming failures in school especially in the core subjects of reading and mathematics—often because of a lack of early experiences which has delayed their development of language.

b. Family and Community Engagement

The Watts Learning Center Foundation recognizes that the home environment affects how children learn. Our goal in working with parents is to enable them to support their children in learning by developing and adapting school practices and policies that allow parents to help children and where possible, by adapting school practices to fit the home culture. In addition, we want to help the parents feel heard, welcomed, comfortable asking questions and voicing opinions.

The **Parent Community Coordinator** reviews with parents the **Family Engagement Agreement** at the time of enrollment. **WLCLA** will encourage parents to sign an agreement indicating they understand and agree to the level of involvement necessary to optimize success for their child in our program. Teachers and parents will annually review and evaluate this agreement and make any necessary modifications. The Parent Community Coordinator reports directly to the principal.

Parents are strongly encouraged to commit to school service and involvement at the requested amount of three hours per school month, in a manner, which is flexible with their work schedules. Parent's interests, skills and availability are discussed to determine how they can best serve the school community. Parents have the option of working in classrooms, on the playground and/or taking some work home to assist the teacher. Although there is no penalty to the student or family who does not meet this standard, a meeting with the parents will be scheduled to discuss the importance of their participation and solutions to those obstacles that are preventing the family from being involved at the school.

All parents will be members of the **Parent Council** which will be developed and led by the parents. The members of the council will coordinate, fundraisers, activities that support the

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school program and goals, and strategies to increase parent volunteerism. This process will be supported by our **Parent Community Coordinator**.

Parents will be asked to form committees, when necessary, to provide a forum to discuss concerns and provide solutions. This may involve working to assist in the development of school policies and procedures.

The **Parent Empowerment Center** will be a hub of resources and communication for the parents of the Watts Learning Center Language Academy. The center will hold weekly workshops to teach and support parents so that they can better assist their children. Workshops are determined based upon the needs of the students and parents. The center also provides families and parents with job assistance, as well as sharing other community resources.

Parent workshops will be offered on a regular basis. They will provide information on skills and techniques to increase effectiveness in areas such as School Success Literacy Development, Assessments, Social Development, Effective Conflict Resolution, The Positive Learning Environment At Home and School, How to Promote Learning During The Summer, etc. These workshops are intended to help parents gain a greater understanding of our programs and how they can work closely with us to help their child succeed in school.

Parents will be provided with information on an ongoing basis regarding the content of the educational program and on-going school meetings and events. Written material will be translated into Spanish to keep all of our families informed.

Staff will advise and consult with parents regarding the school's educational program at the orientation meetings and community discussions. Parents will be encouraged to reinforce the educational program by monitoring their child's progress, responding to written notices and reports, engaging in conversations with school personnel as needed and attending student-led conferences twice per year.

Our school will strive to ensure that parents and family are visible members of the school community. Room-parents responsible for setting up a telephone tree to keep parents informed will be a part of our school.

With the help of **community partners** we will also develop programs that will make the school a community center with classes for adults and children in literacy, mathematics, visual and performing arts, and recreation. Second language classes will include English, Spanish and Mandarin. We will also seek partners who can provide health screenings and other services like prevention and treatment of diabetes and obesity.

d. Key Community Partnerships

Kedren Community Health Center has been a pillar in the South Central Los Angeles for many years. Kedren will work with the Watts Learning Center to meet the emotional and psychological needs of our students and their families. This service enhances the schools ability to meet each student's needs that might interfere with focus on learning. Administratively the WLC board will cultivate and maintain relationships to enable the program. Operationally the Director and Resource Specialist will identify the needs of the students and obtain the appropriate staff support at Kedren. Watts Labor Community Action Committee

Watts Labor Center Action Committee--WLCAC was established to serve the same families served by the Watts Learning Center. WLCAC provides job training for parents and youth and provides a center for information exchange for access to family services. As we serve this low-income community it is important to provide services to minimize the negative impacts on our

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students of under-resourced parents and guardians. The school Director and Assistant Director will manage and cultivate this relationship with the input from the Board.

Urban League Head Start --ULHS has a long history of serving low-income families with early childhood education. WLC works in cooperation with this program to ensure an interactive relationship to identify Kindergarten requirements and coordinate with families that choose our school to provide the strongest educational foundation possible. The WLC Board president will work directly with the Urban League president. Administrative staff and teachers work in cooperation with ULHS staff.

Council Member Bernard Parks--The City Council and the Mayor play a major role in providing municipal services to families of students served by the Watts Learning Center. Police, fire, utilities services are vital to the operation of the school and provide examples of civic activities valuable for the well functioning of an urban area such as South Los Angeles. Support and ongoing relationship from and with the Council Office will be secured and maintained by the Board of Directors.

California State University Dominguez Hills California State University Dominguez Hills: To obtain our goal of a world-class education for our students, teacher preparation and identification of “best fit” teachers is critical for success. CSUDH has a focus in preparing teachers for placement in urban settings such as ours. Vertical coordination between institutions allows the early identification of skills needed for our school. The Administrative staff works closely with CSUDH educational department.

Black Educational Task Force--The BETF was established to promote the improvement in the educational outcomes of minority students throughout the city with a primary focus on South Los Angeles. This group of concerned individuals represents a broad spectrum of community activists which will help navigate the political waters associated with bringing about the reforms in educational programs that we will enact. Board members and administrative staff will maintain this relationship.

South Central Multipurpose Senior Citizen Center: This center focuses on a variety of services to residents of South Central Los Angeles. Many of our students live with grandparents as guardians and are served by resources provided at the center. Education of students in public schools is a primary focus. Direct contact is cultivated and maintained by a Board member.

Pepperdine University --To obtain our goal of a world-class education for our students, teacher preparation and identification of “best fit” teachers is critical for success. Pepperdine University has a focus in preparing teachers for placement in urban settings such as ours. Vertical coordination between institutions allows the early identification of skills needed for our school. The Board and Administrative staff work closely with the University Educational Department.

Americorps VISTA - Volunteers in Service to America, Corporation for National Service
The relationship with AmeriCorps will benefit students and families. It is a part of a national volunteer service. It will assist students in the area of literacy and help strengthen families by arranging workshops that promote skills enhancement, developing school volunteerism and providing resource information, e.g. housing, jobs, etc. The relationship will be managed by the Principal and Parent Community Coordinator

Urban Youth Golf Program-- This after school program will be open to students in grades 3 - 5
Transportation will be provided. Through participation in the program, students will develop

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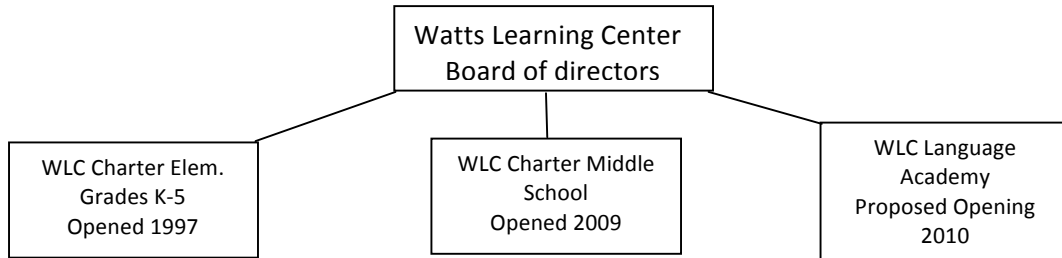
physical fitness and improve social skills. The relationship will be managed by the Principal and golf instructor.

- Parent Empowerment
- Senior Corps

9. School Governance

a. School and Advisory Function and Structure

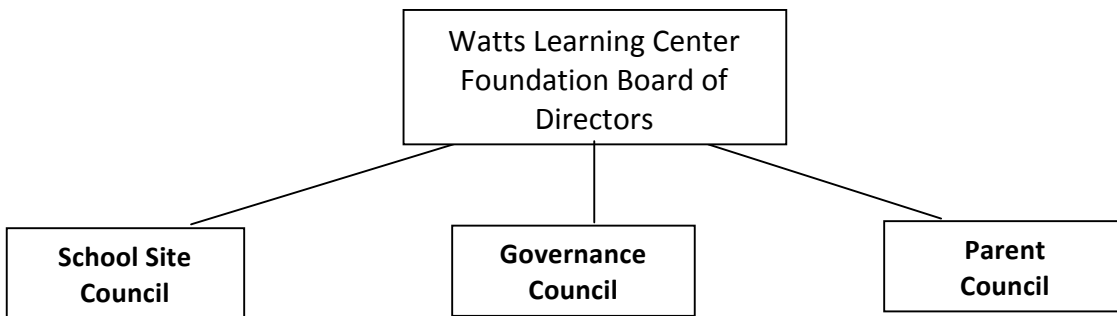
WLC charter elementary and the Watts Learning Center Language Academy shall be governed by the same Board of Directors referred to herein as “Board” or “Executive Board.” The School Director shall answer directly to the Board and serve at the pleasure of the Board. All decisions made by the executive director, the Board of Directors, school staff are consistent with our mission



The School Director will make decisions on a day-to-day basis and fulfill all administrative duties for the school. The Board will maintain the vision and steer the school's direction as it carries out its Mission. As with all charter schools, **WLCLA** Board is an entity separate from the LAUSD. This unique characteristic of charters shall be guarded by each board member. The Board of Directors gets guidance from faculty, parents, and the school's Parent Council President.

The Board of Directors will empower the **WLCLA** Parent Council to help develop school policies. Its president will participate in each board meeting as a non-voting member and regularly reports on parent activities and organizes parents to make policy recommendations. There are several areas where parent recommendations have become the school's policy at the elementary school and we expect this will occur at the **WLCLA** as well. Examples include our school uniform policy, our response to tardiness and excessive absences, and our parent volunteer policies. If families cannot afford uniforms, the school will find a way to provide uniforms for the students.

Watts Learning Center Language Academy Proposed Structures of Councils

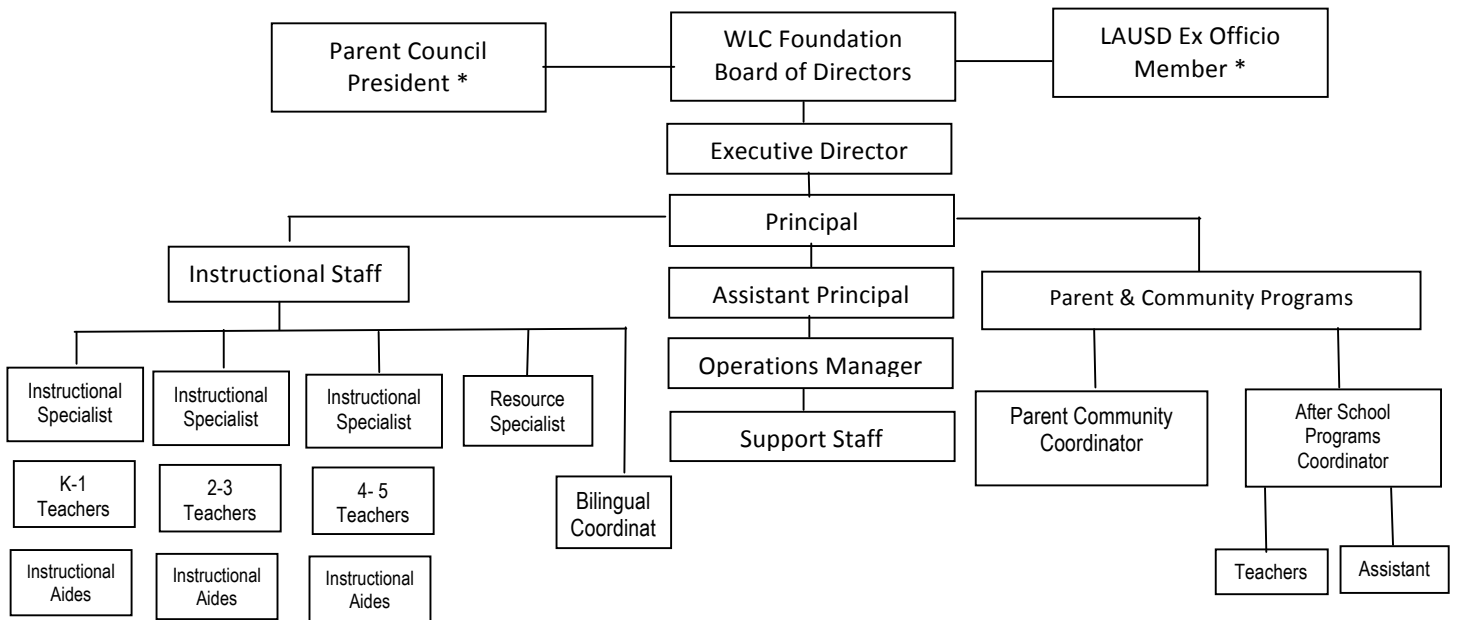


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The Watts Learning Center Foundation’s Board of Directors will be responsible for the academic achievement and fiscal accountability of the Watts Learning Language Academy. The board sets policy based on recommendations from the WLCLA Governance Council.

The WLCLA Governance council will consist of representatives from each stakeholder group-- Board of Directors, parents or guardians, teachers, instructional specialists and administrators. The governance council will have decision-making power in the areas of school policy, administrator selection and evaluation, teacher selection and budget approval. The Governance Council will make recommendations to the WLC Governing Board for final approval.

WLC Language Academy Proposed Organizational Chart



*** Non-Voting Member**

10. School Leadership & Staffing Plans

a. Leadership Team

The members of the team submitting this plan are: 1. Eugene Fisher, Board Chair, 2. Sandra Fisher, Board Member & Executive Director of the Schools, 3. Katherine Nelson, Director, Watts LC Charter Elementary School, 4. David Mora, Banker, 5. Antonia Marie Boadi, Ph.D, Electrical Engineer, 6. Owen Knox PH.D, Educator, 7. Justin Sanders, Attorney,

The board will employ a principal with the following qualifications.

- Advanced Degree
- 10 years teaching experience in an elementary school
- Six years of progressive experience in the field of education
- Experience with business management, budgets, facilities management and scheduling
- Experience with overseeing, hiring, evaluating and working with staff
- Organizational, leadership and office management skills

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- Demonstrated leadership in curriculum design and implementation
- Worked with teachers in a leadership capacity

b. Staffing

The staff model is based on an enrollment of 832 students. Capacity is 840

Position	Year 1	Year 2	Year 3	Year 4	Year 5
1. Executive Director	1	1	1	1	1
2. Principal	1	1	1	1	1
3. Assistant Principal	1	1	1	1	1
4. Certificated Teachers, including SPED	36	36	36	36	36
5. Bilingual Coordinator	1	1	1	1	1
6. Resource Specialist	1	1	1	1	1
7. Instructional Aides	12	12	12	17	17
8. Noon Supervision Aides	5	5	5	5	5
9. Instructional Specialists (Coaches)	3	3	3	3	3
10. Operations Manager	1	1	1	1	1
11. Administrative Assistants	2	2	2	2	2
12. Office Assistants	2	2	2	2	2
13. Parent Community Coordinator	.5	.5	.5	.5	.5
14. After School Program Coordinator	1	1	1	1	1
15. After School Program Assistant	1	1	1	1	1
16. After School Program Teachers	20	25	30	30	30
17. Spanish Language Teacher (2 ½ time)	1	2	2	5	5
18. Mandarin Language Teacher (½ teacher)	.5	1	1	2	2
19. Music Teacher – instruments & Choral	.5	1	1	1	1
20. Art Teacher (½ teacher)	.5	1	1	1	1
21. Nurse	1	1	1	1	1
22. Counselor	1	1	1	1	1
23. Math Coach		1	1	1	1
24. School Librarian	.5	1	1	1	1

Pupil teacher ratio in grades K – 3 will be 22/1. In Grades 4 – 5 it will be 28/1. We are projecting that a total of 24 students will have placement in SDC (special day classes). The total projected enrollment is 832.

c. Compensation

Position	Compensation
Position	Compensation Range
1. Executive Director	\$120,000
2. Principal	\$120,000
3. Assistant Principal	\$90,000
4. Certificated Teachers, including SPED	\$53,000
5. Bilingual Coordinator	\$53,000
6. Resource Specialist	\$53,000
7. Nurse	\$50,000
8. Counselor	\$50,000
9. Math Coach	\$53,000
10. School Librarian	\$35,000
11. Instructional Aides	\$25,000
12. Noon Supervision Aides	\$20,000
13. Instructional Specialists (Coaches)	\$45,000
14. Operations Manager	\$65,000

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15. Administrative Assistants	\$45,000
16. Office Assistants	\$35,000
17. Parent Community Coordinator	\$20,000
18. After School Program Coordinator	\$45,000
19. After School Program Assistant	\$25,000
20. After School Program Teachers	\$35,000
21. Spanish Language Teacher (2 ½ time)	\$30,000
22. Mandarin Language Teacher	\$53,000
23. Music Teacher – instruments & Choral	\$53,000

d. School Leadership

The organization chart lists all proposed positions including leadership. We have freed the principal to focus on instruction by placing operations under the assistant principal and an operations manager. A job Description for the school principal is attached.

e. Leadership Team

The organization chart lists all proposed positions including leadership. This organization will provide a strong focus on instruction. Individuals to fill these positions have not been identified.

f. Recruitment of Teaching Staff

Recruitment of staff and teachers will include announcements sent to the impacted schools, and a listing on Ed Join. At WLCLA, all staff will be selected by an open, objective and competitive process. WLCLA will screen applicants for basic criteria, namely: credentials, team teaching ability/experience, years of experience, area of academic expertise. A staff recruitment committee, initially made up of the Executive Director, Principal, Board Members and parents will be formed for the purpose of recruiting and hiring staff. After the initial teaching staff has been selected, teachers will also be on the recruitment committee. Candidates are asked to do the following:

- Submit a write up on their philosophy on teaching
- Be observed by one of instructional leaders or principal while teaching
- Prepare and present a one hour lesson in reading and language arts.
- Attend a formal interview with a majority of the student recruitment committee, the Principal and the Executive Director.

The school would prefer to staff the school with teachers with 1 to 7 years of experience. We expect all teachers to be hired and processed not later than the end of the first week in August so that all are able to participate in opening staff development.

11. Operations

b. Facilities Use Agreement

Watts Learning Center Language Academy (WLCLA) will enter into a facilities use agreement based on agreed-upon performance standards that include, but are not limited to, cost of service, quality of service, responsiveness and timeliness. We pledge to work with LAUSD to negotiate a Facilities Use Agreement that considers all available options in implementing an operations plan and hiring vendors in order to meet agreed upon operating requirements. **WLCLA** is committed to engaging the district for Required Services and working with the district at further defining the viability of using district provided services in the Foundational and Optional categories as listed in the Operations Services and Standards Menu. If the district cannot meet the desired performance standards, and a timely discussion does not resolve the issues to the satisfaction of all parties involved, then external providers will be

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invited to submit proposals for the desired services. This process will ensure that the district has an opportunity to provide services based on performance standards that meet the needs of the school, and that a comparative analysis is conducted so that ultimately all services delivered benefit students by being efficient and of high quality.

c. Master Service Agreements

We agree to enter into discussion regarding the viability of master service agreements.

d. School Operations Experience

The Watts Learning Center Foundation has operated all aspects of a successful school for over twelve years. All schools use ExED, an independent 3rd party, to perform the back office functions of the organization. ExED is a nonprofit that has been in existence for over ten years and specializes in charter school finance. An operations manager will be hired to supervise all non-academic areas under the supervision of the assistant principal.

d. Operations Start-up Plan

Please see the attachment Operations Start Up.

12. Finances

a. Funding

We will work with ExED to prepare a comprehensive budget for this proposed school when more information is available regarding facilities, and operations.

b. Budget Narrative:

The academic needs (based on data and experiences) of our students are the primary determiners of our allocations of funds for new or additional educational resources and materials. All of our endeavors demonstrate that we are committed to creating and sustaining a school that is dedicated to the unlimited academic, emotional and social growth of every student.

The following are key assumptions used in the organization's financial model. Enrollment will be 840 students. This will include the following staffing plan: 36 teachers, 3 instructional specialist, 1 Special Education Specialist, 17 Instructional Aides, 5 Noon Supervisors, Executive Director, Principal, Assistant Principals, Operations Manager, and 2 Administrative Assistants, 2 office assistants, nurse, counselor, after schools coordinator and teachers. The Organization has a solid track record of fundraising and will continue with its pledge drive, fundraising events, and grant proposal.

c. Financial Controls:

The Organization will ensure that it has a strong financial position by upholding strong budgeting and accounting standards. By reviewing monthly financial reports that compare actuals to budget, the organization will ensure that it is abiding to its financial plan. The monthly financial reports will consist of an income statement, balance sheet, check register and forecast for the remainder of the year. The reports will be prepared by ExED, an independent 3rd party that will perform the back office function of the organization. ExED is a nonprofit that has been in existence for over ten years and specializes in charter school finance.

The Organization will also implement strong internal controls so that all assets are safeguarded. ***The Organization's Fiscal Policy has been attached.***

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In terms of legal compliance, the organization will follow all rules and regulations set by the District and California Department of Education. The Organization will also abide by all state and federal laws. There will be a staff person responsible for all compliance matters.

13. Facilities

We understand that LAUSD will provide a facilities use agreement to be finalized by the Workforce Stability Taskforce.