PROPOSAL FOR AN INDEPENDENT STUDY
CHARTER SCHOOL PROGRAM

W.E.S.T
ACADEMIC LEADERSHIP ACADEMY

WORLD-WIDE BUSINESS ACADEMY
ENGINEERING/MATH ACADEMY
SCIENCE ACADEMY
TECHNOLOGY ACADEMY

“A World-Class Education for Students using Technology”

LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division
333 South Beaudry Avenue, 20th Floor
Los Angeles, CA 90017

C.H.O.S.E.N 1 Leadership Institute, Inc.
October 22, 2013

TABLE OF CONTENTS—16 ELEMENTS
Assurances and Affirmations

Element 1 – The Educational Program

Element 2 – Measurable Pupil Outcomes and

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

Element 4 – Governance

Element 5 – Employee Qualifications

Element 6 – Health and Safety Procedures

Element 7 – Means to Achieve Racial and Ethnic Balance

Element 8 – Admission Requirements

Element 9 – Annual Financial Audits

Element 10 – Suspension and Expulsion Procedures

Element 11 – Employee Retirement Systems

Element 12 – Public School Attendance Alternatives

Element 13 – Rights of District Employees

Element 14 – Mandatory Dispute Resolution

Element 15 – Exclusive Public School Employer

Element 16 – Charter School Closure Procedures

Additional Provisions

References

Appendices

a. APPENDIX A (Board of Directors)
b. APPENDIX B (The Curriculum)
c. APPENDIX C (The Outcome Measurement Process)
d. APPENDIX D (WALA’s 3-Year Budget)
e. APPENDIX E (LACCD/LAUSD/WALA Articulation Sheet)
TABLE OF CONTENTS (Continued)

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXECUTIVE SUMMARY</td>
<td>24</td>
</tr>
<tr>
<td>SCHOOL DESCRIPTION</td>
<td>28</td>
</tr>
<tr>
<td>AUTHORIZER</td>
<td>39</td>
</tr>
<tr>
<td>MARKET ANALYSIS</td>
<td>40</td>
</tr>
<tr>
<td>MARKET STRATEGY</td>
<td>45</td>
</tr>
<tr>
<td>INSTRUCTION</td>
<td>49</td>
</tr>
<tr>
<td>GOVERNANCE</td>
<td>69</td>
</tr>
<tr>
<td>HUMAN RESOURCES</td>
<td>76</td>
</tr>
<tr>
<td>DATA MANAGEMENT PLAN</td>
<td>91</td>
</tr>
<tr>
<td>CRITICAL PATH TIMELINE</td>
<td>93</td>
</tr>
<tr>
<td>FINANCIAL DATA</td>
<td>100</td>
</tr>
<tr>
<td>FUNDRAISING</td>
<td>102</td>
</tr>
<tr>
<td>CONTACT INFORMATION</td>
<td>132</td>
</tr>
<tr>
<td>SIGNATURES, RESUMES AND CREDENTIALS OF TEACHERS</td>
<td>178</td>
</tr>
<tr>
<td>RESUMES AND DUE DILIGENCE QUESTIONNAIRES</td>
<td>185</td>
</tr>
<tr>
<td>BOARD MEMBERS RESUMES AND QUESTIONNAIRES</td>
<td>189</td>
</tr>
<tr>
<td>BOARD RESOLUTION AND CONFLICT OF INTEREST POLICY</td>
<td>222</td>
</tr>
<tr>
<td>ARTICLES OF INCORPORATION</td>
<td>231</td>
</tr>
<tr>
<td>BYLAWS</td>
<td>236</td>
</tr>
</tbody>
</table>
LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

Letter of Intent to Apply for a Charter School

Name of proposed charter school  W.E.S.T Academic Leadership Academy (WALA)

General location of proposed charter  TBD

Projected Grade Levels-Year 1 9th  Projected Grade Levels-Year 5  9th-12th

Projected Enrollment-Year 1 100  Projected Enrollment-Year 5  500

Lead Petitioner Information:

Name  Dr. Mashairi Muir

Address  5312 Shenandoah Avenue, Los Angeles, CA 90056

Phone number(s)  (310) 491-4776  Fax________________

E-mail address  chosenoneleadership@gmail.com

Other members of the Charter Development team

Mr. Eric Dunn
Ms. Erinn Nall

Certification:

__X__ I/we certify that we are interested in applying for a charter school within LAUSD boundaries.

__X__ I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.

___ I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division

Dr. Mashairi Muir  10/18/2013

PRINT NAME  SIGNATURE  DATE
This page is to be submitted with your final charter petition. The information you supply will be incorporated into the Board Report that will be submitted to the Los Angeles Unified School District’s Board of Education on your behalf.

Please address the following categories:

- **Name of Organization Applying for Charter**  
  W.E.S.T Academic Leadership Academy

- **Projected Grades Served-Year 1 9th / Grades Served-Year 5 9th – 12th**

- **Projected Enrollment Year 1 100 / Number of Students -Year 5 500**

- **Location Address or Target Neighborhood**  
  TBD *(Southwest Los Angeles)*

- **Facility Status/Location**  
  TBD

- **Prop. 39 – Application Submitted?**  
  Not Yet

- **Does the location meet Board Policy?**  
  (Low API, Overcrowded)  
  Yes

- **Board of Directors**  
  5 *(Bridgette Arnold, Eric Dunn, Robert Lewis, Mashairi Muir and Erinn Nall)*

- **Description of Mission**

  The mission of W.E.S.T Academic Leadership Academy is to provide a safe, comprehensive and high quality instruction and a coherent and rigorous curriculum in every classroom to facilitate student achievement, learning and development.

- **Description of Vision**

  Every W.E.S.T Academic Leadership Academy student will receive a state-of-the art education in a safe, caring and academically enriching environment, and every graduate will be college-prepared and technologically competent.

- **Source/Core of Money**  
  Grants, CDE, Private Funding

- **3 – 5 Top Leaders/Charter Development Team**  
  Dr. Mashairi, Mr. Eric Dunn, Ms. Erinn Nall

- **Has your charter applied to any other jurisdiction for approval?**  
  Yes

- **Are there any sister charters?**  
  No
• What innovative elements of your charter could be considered “best practices” and replicated by other schools?

W.E.S.T Academic Leadership Academy (hereafter referred to as WALA) stands apart from other traditional secondary school programs for several reasons. (1) WALA offers secondary students an opportunity to **dually enroll in college courses that can be applied towards both high school A thru G graduation requirements, and also two-year associate of arts general education/major requirements.** Most of these community college courses can be applied to the list of **general education requirements** which students are expected to fulfill in order to graduate from a 4-year university, such as a UC, CSU, HBCU (Historically Black College or University), or an Ivy League University. (2) All **community college courses are free** to WALA participants, which helps them save thousands of dollars once they graduate from high school and apply for admission to a college/university. (3) This experience helps to **even the playing field** because it will assist our graduates in becoming more competitive as they apply to elite public and private 4-year universities. (4) Participants who complete the WALA school program will **have a competitive edge** and will know how to navigate the college experience before graduating from high school, because they will have fulfilled most of the undergraduate general education and major several requirements that are needed to earn an Associate of Arts degree.
## SUMMARY CONTENTS

<table>
<thead>
<tr>
<th>PAGE</th>
<th>ITEM</th>
<th>ADDRESSED</th>
<th>ACCEPTABLE</th>
<th>COMMENTS</th>
<th>AB 544 REFERENCE</th>
</tr>
</thead>
</table>
| 178  | 1. Approval Documentation  
   • Supporting signatures of:  
     - conversion charter: 50% of permanent status teachers at the school site  
     - start-up charter: 50% of parents who intend to enroll children  
     - 50% of teachers who intend to be employed at the school during first year of operation  
     - petition includes prominent statement of meaningful interest to start a charter (board resolution)  
     - resume and questionnaire for all board members | ![Acceptable](yes) | ![Acceptable](no) | ![Acceptable](no) | ![Acceptable](yes) | 47605 (1)(2) 47605(3) |
| 236  | 2. Assurances that school will:  
   • be non-sectarian in programs, admission policies, employment practices and other operations  
   • not charge tuition  
   • not discriminate against any student on the basis of ethnicity, national origin, gender or physical or mental disability (religion, race, color, medical condition, sexual condition, sexual orientation)  
   • not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements  
   • not require any child to attend a charter school nor any employee to work at a charter school  
   • if pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.  
   • A charter school shall admit all students who wish to attend. | ![Acceptable](yes) | ![Acceptable](no) | ![Acceptable](no) | ![Acceptable](yes) | 47605 (d)(1) 47612 (a)(1) 47605 (e)(f) |
<table>
<thead>
<tr>
<th>PAGE</th>
<th>ITEM</th>
<th>ADDRESSED</th>
<th>ACCEPTABLE</th>
<th>COMMENTS</th>
<th>AB 544 REFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>3. Description of which students will attend the school</td>
<td>47605 (d) (1) 47605 (d) (2) (A) (B)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>4. Duration of initial charter petition: 5 years</td>
<td>47607 (a) (1) (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>5. Renewal process/timeline</td>
<td>47607 (a) (1) (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>138</td>
<td>6. How the Board of Education and the charter school can monitor the progress in meeting student outcomes</td>
<td>47607 (a) (1) 47607 (b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>113</td>
<td>7. Accepts and understands the grounds on which a charter may be revoked</td>
<td>47607 (b) (1-4) (c)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>131</td>
<td>8. Accepts and understands obligations to comply with specific sections of the Education Code: § 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance</td>
<td>47610</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>121</td>
<td>9. How district/county facilities will be maintained, insured and used by the charter school, if applicable</td>
<td>47605 (g) 47614</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>122</td>
<td>10. How changes, additions or alterations to the facility will be accomplished and the district/county role in the process</td>
<td>47607 (a) (1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>125</td>
<td>11. How school personnel, district/county will be insured against liability claims resulting from school operations • description of type/scope of legal services to be used • plans for insurance liability and legal issues to be dealt with collectively and individually</td>
<td>47605 (g)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>128</td>
<td>12. Agreement between the charter school and the sponsoring agency detailing process and responsibility for operations, i.e., accounting, budgeting, payroll, liability insurance, and the like and contracted services and supervisory oversight</td>
<td>47605 (g) 47613.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>129</td>
<td>13. Agreement between the charter school and sponsoring agency detailing funding and services for special education students</td>
<td>47612 (a) (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAGE</td>
<td>ITEM</td>
<td>ADDRESSED</td>
<td>ACCEPTABLE</td>
<td>COMMENTS</td>
<td>AB 544 REFERENCE</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-----------</td>
<td>------------</td>
<td>----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>130</td>
<td>14. Agreement between the charter school and sponsoring agency detailing operational funding levels</td>
<td></td>
<td></td>
<td></td>
<td>47613.5 (a)</td>
</tr>
<tr>
<td>132</td>
<td>15. Agreement between the charter school and sponsoring agency detailing processes for responding to inquiries</td>
<td></td>
<td></td>
<td></td>
<td>47604.3</td>
</tr>
<tr>
<td>PAGE</td>
<td>ITEM</td>
<td>ADDRESSED</td>
<td>ACCEPTABLE</td>
<td>COMMENTS</td>
<td>AB 544 REFERENCE</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-----------</td>
<td>------------</td>
<td>----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>18</td>
<td>1. Description of the educational program of the school <em>(Element 1)</em></td>
<td></td>
<td></td>
<td></td>
<td>47605 (b) (5) (A)</td>
</tr>
<tr>
<td></td>
<td>• an identification of those whom the school is attempting to educate</td>
<td></td>
<td></td>
<td></td>
<td>47605 (h)</td>
</tr>
<tr>
<td></td>
<td>• description of what it means to be an educated person in the 21st century</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• how learning best occurs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• goals of the program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• how the objective of enabling pupils to become self-motivated, competent, life-long learners will be met by the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• instructional framework which includes instructional approaches, scope and sequence, addressing state standards, and evidence (research-based) that instructional program has been successful with similar student population.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• specific goals for providing and ensuring equal access to academically low achieving students, gifted, low SES, ELLs, special education, and a goal for reclassification of ELLs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• attendance requirements including length of school day and year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• instructional materials and the process by which curriculum, materials and instructional activities are to be selected</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• reference to NCLB as it relates to student achievement and credentialing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• instructional strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• teacher recruitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• professional development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• school calendar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• daily schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• mission/vision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>• demographics/academic achievement of surrounding schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• implementation plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>76</td>
<td>• High School only</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>- meet A-G requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>168</td>
<td>- transferability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>- WASC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43,63</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>172</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAGE</td>
<td>ITEM</td>
<td>ADDRESSED</td>
<td>ACCEPTABLE</td>
<td>COMMENTS</td>
<td>AB 544 REFERENCE</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-----------</td>
<td>------------</td>
<td>----------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| 39   | 2. Measurable student outcomes to be achieved by students *(Element 2)*  
      • extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as goals  
      • when and how often pupil outcomes will be assessed including any assessments of innovative components  
      • specific quantitative outcomes which students must demonstrate proficiency in and/or progress toward and time frame for progress  
      • identification of who will be accountable for student progress as it relates to student achievement  
      • reference to NCLB  
      • CAHSEE (HS only)  
      • CELDT  
      • API  
      • AYP  
      • CST  
      • graduation rate (HS only) | | | | | 47605 (b) (5) (B) |
| 39   | 3. Method by which pupil progress in meeting pupil outcomes is measured *(Element 3)*  
      • use of standardized test scores in measuring pupil progress  
      • use of variety of assessment tools  
      • use of longitudinal, survey and other data in measuring pupil progress (in-house assessments)  
      • methods to ensure that all statewide standards are met and pupil assessments conducted  
      • process school will use to ensure that students meet the statewide performance standards and evidence of improved pupil learning  
      • process for conducting pupil assessments pursuant to EC § 60602.5  
      • description of all assessment tools including in house assessments  
      • identification of the grading policy  
      • district required language for testing | | | | | 47605 (b) (5) (C)  
<pre><code>                                      | | | | | 47605 (c)(1) |
</code></pre>
<table>
<thead>
<tr>
<th>PAGE</th>
<th>ITEM</th>
<th>ADDRESSED</th>
<th>ACCEPTABLE</th>
<th>COMMENTS</th>
<th>AB 544 REFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
<td>4. Governance structure of the school including the process which is to be followed to ensure parent involvement <em>(Element 4)</em></td>
<td></td>
<td></td>
<td></td>
<td>47605 (b) (5) (D) 47605 (c)(2)</td>
</tr>
<tr>
<td></td>
<td>process which ensures staff, students and other stakeholder involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>methods by which schools consult with parents and teachers regarding school's educational programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>decision-making process, organizational chart, and relevant site committees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>assurances that school will comply with all laws relating to public agencies in general, all federal laws and regulations and state codes, such as the Ralph M. Brown Act</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>what, if any, relationships district/county will maintain with the charter school and how it will be accomplished</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>process for amendments to charter articles of incorporations and bylaws of nonprofit corporation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>selection process of board members and governance committees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>audit and inspection of records</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>district required language for governance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>5. Qualifications to be met by individuals to be employed by the school <em>(Element 5)</em></td>
<td></td>
<td></td>
<td></td>
<td>47605 (b) (5) (E) 47605 (1)</td>
</tr>
<tr>
<td></td>
<td>process for staff selection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>job descriptions for positions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>credentials, requirements and qualifications of staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>employee compensation-general description</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>identification of the roles and functions of staff members</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>measures of assessment of performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>procedure to be used for adequate background checks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>process for recruiting teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>procedure for monitoring credentials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAGE</td>
<td>ITEM</td>
<td>ADDRESSED</td>
<td>ACCEPTABLE</td>
<td>COMMENTS</td>
<td>AB 544 REFERENCE</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------------------------</td>
<td>-----------</td>
<td>------------</td>
<td>----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>83</td>
<td>6. Procedures that the school will follow to ensure the health and safety of pupils and staff <em>(Element 6)</em></td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>47605 (b) (5) (F) 47605(g)</td>
</tr>
<tr>
<td></td>
<td>- school will meet the requirement that each employee of the school furnish a criminal record summary as required in EC §44237</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- how the school will ensure that its facilities are safe</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- how the school will ensure that its auxiliary services are safe (food services, transportation, custodial services, hazardous materials)</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- role of staff as mandated or non-mandated child abuse reporters</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- TB requirements</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- employee fingerprints</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- student immunization requirement</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- address of the facilities to be used by the charter school</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- compliance with state building code, federal ADA requirements</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- assurance of Certificate of Occupancy prior to school opening</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- contains District required language regarding health and safety procedures</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>85</td>
<td>7. Means by which school will achieve racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction <em>(Element 7)</em></td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>47605 (b) (5) (G)</td>
</tr>
<tr>
<td></td>
<td>- geographic areas that will be targeted in the outreach effort</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- state languages to be utilized in the outreach</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- district required language for this element</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>89</td>
<td>8. Admission requirements, if any <em>(Element 8)</em></td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>47605 (b) (5) (H)</td>
</tr>
<tr>
<td></td>
<td>- admission assurances preferences</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- lottery assurance and procedures</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- waiting list</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- preference (if applicable)</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- states the charter school will admit all pupils who wish to attend</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- efforts the school will employ to recruit academically low-achieving, students with disabilities, and economically disadvantaged students</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAGE</td>
<td>ITEM</td>
<td>ADDRESS</td>
<td>ACCEPTABLE</td>
<td>COMMENTS</td>
<td>AB 544 REFERENCE</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>---------</td>
<td>------------</td>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td>91</td>
<td>9. Manner in which an annual independent financial audit will be conducted and exceptions/deficiencies resolved (Element 9)</td>
<td>YES</td>
<td>NO</td>
<td></td>
<td>47605 (b) (5) (I)</td>
</tr>
</tbody>
</table>
| 103  | 10. Procedures by which students can be suspended or expelled (Element 10)  
- procedure for involving parents, students and staff in designing and implementing a discipline policy  
- due process for students  
- appeals of disciplinary action  
- procedures for ensuring rights of students  
- list of suspension and expulsion offenses  
- suspension and expulsion procedures  
- general discipline approach  
- procedures for rehabilitation readmission and interim placement  
- district required language regarding special education students  
- Description of how the school will implement the District’s Discipline Foundation Policy | | | | 47605 (b) (5) (J) |
| 107  | 11. Procedures for dealing with staff issues (Element 11)  
- relationship between the teachers and the district/county bargaining unit  
- process by which salaries, benefits working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined  
- labor procedures which will be applied to employees  
- process for resolving complaints/grievances  
- process for ensuring due process  
- manner by which staff members will be covered by STRS, PERS, Social Security or Medicare  
- process for staff recruitment, selection, evaluation and termination  
- Procedure for processing and monitoring credentials  
- Reporting PERS/STRS contributions | | | | 47605 (b) (5) (K) 47605 (1) |
<table>
<thead>
<tr>
<th>PAGE</th>
<th>ITEM</th>
<th>ADDRESSED</th>
<th>ACCEPTABLE</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| 108  | 12. Public school attendance alternatives for pupils residing within the district/county who choose not to attend the charter school *(Element 12)*  
- inform parents or guardians of each pupil enrolled in the charter that pupil has no right to admission in a non-charter District school as a consequence of charter school enrollment  
- not require any child to attend a charter school nor any employee to work at a charter school  
- District required language regarding attendance alternatives |  |  |  | 47605 (b) (5) (L) |
| 109  | 13. Description of the rights of any employee of the district/county upon leaving the district/county to work in a charter and rights of return to the district/county after employment in a charter school *(Element 13)*  
- what the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county |  |  |  | 47605 (b) (5) (M) |
| 110  | 14. Procedures to resolve disputes relating to provisions of the charter *(Element 14)*  
See LAUSD “District Required” Language  
- District required language regarding the dispute resolution procedures |  |  |  | 47605 (b)(5) (N) |
| 112  | 15. Declaration of Exclusive Public School Employer *(Element 15)* |  |  |  | 47605 (b)(5) (O) |
| 113, 128 | 16. Description of charter school closure procedures. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records *(Element 16)*  
- District required language regarding charter school renewal, revocation, and closing procedures |  |  |  | 47605(6) A (ii) O |
<table>
<thead>
<tr>
<th>PAGE</th>
<th>ITEM</th>
<th>ADDRESSED</th>
<th>ACCEPTABLE</th>
<th>COMMENTS</th>
<th>AB 544 REFERENCE</th>
</tr>
</thead>
</table>
| 76   | Other Items:  
17. Description of the manner in which administrative services of the school are to be provided  
- responsibility for evaluating employees  
- criteria and procedures used in evaluation  
- how hiring decisions are made | | | | 47605 (g) |
| 142-151 | 18. Budget for the financial operation which is consistent with the requirements of any school district budget  
- proposed first year operational budget (including start-up costs)  
- financial projections for first three years  
- process for investment procedures and deposit of funds  
- procedure for ensuring adequate cash flow  
- process for assuring that resources will be available to meet the needs of students with disabilities including transportation in those cases it is a related service | | | | 47605(g) |
| 120, 128 | 19. Liability of district/county to handle payments if charter school defaults  
- for schools organized pursuant to Non-Profit Benefit Corporation Law  
- for schools not covered by Non-Profit Benefit Corporation Law  
- AB 1994  
- general assurances “District Required” language | | | | 47604 |
| 20   | 20. Court-ordered Integration Language  
- action Plan for 70:30 or 30:70 | | | | |

* PAGE: Petitioner to identify page(s) in petition in which items are located
ASSURANCES AND AFFIRMATIONS

W.E.S.T Academic Leadership Academy (hereinafter “WALA”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 47605(d)(1)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between the DRL provisions contained within the body of the charter and the DRL contained in the addendum, the addendum shall control.
ELEMENT 1—THE EDUCATIONAL PROGRAM

The contact address for WALA is in Los Angeles, CA and is to be determined.

- The contact phone number for WALA is (424) 702-5066.
- The proposed address or target community of WALA is to be determined, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 4 and Educational Service Center WEST.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of WALA Charter School is 9th thru 12th grades, by year four.
- The number of students in the first year will be 100 students.
- The grade level(s) of the students in the first year will be 9th grade, including 8th grade students who did not complete their middle school graduation requirements.
- The scheduled opening date of WALA Charter School is August 2014.
- The enrollment capacity is 500 and is to be determined. (Enrollment capacity is defined as all students who are enrolled in WALA Charter School regardless of student residency).
- The type of instructional calendar will be a traditional, single track.
- If space is available, traveling students will have the option to attend.
- The bell schedule for WALA Charter School will be

<table>
<thead>
<tr>
<th>Mon/Wed or Tues/Thurs.</th>
<th>Prof. Development Day (Fridays)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakfast/House</strong></td>
<td><strong>Breakfast/House</strong></td>
</tr>
<tr>
<td>7:30 – 7:42 (12 min)</td>
<td>7:30 – 7:47 (17 min)</td>
</tr>
<tr>
<td><strong>Passing</strong></td>
<td><strong>Passing</strong></td>
</tr>
<tr>
<td>7:42 – 7:45 (3 min)</td>
<td>7:47 – 7:50 (3 min)</td>
</tr>
<tr>
<td><strong>Period 1</strong></td>
<td><strong>Period 1</strong></td>
</tr>
<tr>
<td>Per 4 T/Th</td>
<td>Per 4 T/Th</td>
</tr>
<tr>
<td>7:45 – 9:45 (120 min)</td>
<td>7:50 – 8:40 (50 min)</td>
</tr>
<tr>
<td><strong>Passing</strong></td>
<td><strong>Passing</strong></td>
</tr>
<tr>
<td>9:45 – 9:53 (8 min)</td>
<td>8:40 – 8:43 (3 min)</td>
</tr>
<tr>
<td><strong>Period 2</strong></td>
<td><strong>Period 2</strong></td>
</tr>
<tr>
<td>Per 5 T/Th</td>
<td>Per 5 T/Th</td>
</tr>
<tr>
<td>9:53 – 11:53 (120 min)</td>
<td>8:43 – 9:33 (50 min)</td>
</tr>
<tr>
<td><strong>Passing</strong></td>
<td><strong>Passing</strong></td>
</tr>
<tr>
<td>11:53 – 11:46 (3 min)</td>
<td>9:33 – 9:36 (3 min)</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td><strong>Period 3</strong></td>
</tr>
<tr>
<td>11:56 – 12:46 (50 min)</td>
<td>9:36 – 10:26 (50 min)</td>
</tr>
<tr>
<td><strong>Passing</strong></td>
<td><strong>Passing</strong></td>
</tr>
<tr>
<td>12:46 – 12:50 (4 min)</td>
<td>10:26 – 10:31 (5 min)</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td>12:50 – 1:20 (30 min)</td>
<td>10:31 – 11:01 (40 min)</td>
</tr>
<tr>
<td><strong>Passing</strong></td>
<td><strong>Passing</strong></td>
</tr>
<tr>
<td>1:20 – 1:25 (5 min)</td>
<td>11:01 – 11:06 (5 min)</td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
<td><strong>Period 4</strong></td>
</tr>
<tr>
<td>Per 6 T/Th</td>
<td>Per 6 T/Th</td>
</tr>
<tr>
<td>1:25 – 3:25 (120 min)</td>
<td>11:06 – 11:56 (50 min)</td>
</tr>
<tr>
<td><strong>Office Hours</strong></td>
<td><strong>Office Hours</strong></td>
</tr>
<tr>
<td>3:25 – 4:25 (60 min)</td>
<td>11:56 – 11:59 (3 min)</td>
</tr>
<tr>
<td></td>
<td><strong>Period 5</strong></td>
</tr>
<tr>
<td></td>
<td>11:59 – 12:49 (50 min)</td>
</tr>
<tr>
<td></td>
<td><strong>Period 6</strong></td>
</tr>
<tr>
<td></td>
<td>12:49 – 12:52 (3 min)</td>
</tr>
<tr>
<td></td>
<td><strong>Period 6</strong></td>
</tr>
<tr>
<td></td>
<td>12:52 – 1:42 (50 min)</td>
</tr>
</tbody>
</table>
ACADEMIC CALENDAR AND SCHEDULES

WALA Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960. Please see the attached calendar that corresponds with LAUSD.

ENGLISH LEARNERS

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

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

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

WALA Charter School shall provide to the CSD an annual report of its EL program assessment. Upon request, WALA Charter School shall provide a copy of its current EL Master Plan to the CSD.
WALA Charter School shall administer the CELDT annually in accordance with federal and state requirements.

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

**Students with Disabilities**

**Federal Law Compliance**

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

**Special Education Program**

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

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

**SELPA Reorganization**

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

Schools

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

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.
As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

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

- **STAR – Preliminary and Final. ([Including Charter Schools](#))**
  
  The usual file including District ID.

- **Norm day – 2013**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS – 2013 ([Including Charter Schools](#))**

- **All Students enrolled December 1, 2013.**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout 2012-13 ([Including Charter Schools](#))**
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data from non-SIS schools ([Including Charter Schools](#))**

- **Graduation roster from all LAUSD schools ([Including Charter Schools](#)) with 12th grade SWD**

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.
EXECUTIVE SUMMARY

Background

There are several motivating factors that affect the desire for change in public schools in the County of Los Angeles. First, the dropout rate for secondary students is approximately 3.5% for middle school students (which means that nearly 17,257 students failed to go on to high school), and the high school cohort dropout rate in 2009-2010 was listed as 17.5 in the state of California. (California Department of Education, www.cde.gov.) In an article released by the Los Angeles Times in August 2011, only approximately 54% of California students scored at the “proficient level or higher in English-language arts, compared with 52% in 2010; and only 50% scored proficient or better in math, compared with 48% in 2010. For several reasons, some of the secondary reforms have not worked, and there is a desperate need to improve failing middle and high schools. Other motivating factors that affect the desire for change and school reform in Los Angeles County are noted as follows:

1) Maintain Essential Programs for Students;
2) Develop a plan to attract and retain more students and reduce the cohort drop-out rate;
3) Expand college preparatory, cutting-edge, competitive program offerings, such as dual language academies, concurrent enrollment and Small Learning Communities (such as Academies or Magnet Schools); and
4) Offer more Honors, Advanced Placement, and community college courses so that more of our high school graduates will complete classes that meet UC/CSU graduation requirements. As a result of these competitive academic programs, the W.E.S.T Academic Leadership Academy school program will improve the cohort drop-out rate at participating schools, affect the Academic Performance Index and proficiency levels in mathematics and improve the graduation rate of secondary students.

The American Recovery and Reinvestment Act drafted by the Obama Administration calls for major change in education law and education reform, and as a result, increased funding is designated to support local and state education reform. At the core of this education reform is
a high bar for endeavors to improve the graduation rate of secondary students, because many of
the past reforms simply have not proven to be as effective in reducing the drop-out rate of
secondary students and increasing the numbers of students who are matriculating to higher
education. President Obama has gone on record noting that America has to out-educate the rest
of the world to be competitive in the global economy and has made education a national priority.
President Obama has worked to raise K-12 standards, invest in teachers, turn around low-
performing schools so that children are prepared for college and careers, and has doubled our
investment in scholarships and financial aid so that students from working and middle class
families can access and complete the college education they need to get the good jobs of the
future. Secondary schools in the Los Angeles Unified School District, LAUSD) need an
effective plan for improving its school systems to ensure that the number of students graduating
from high school (and going to college) increases.

Overview

C.H.O.S.E.N 1’s primary mission is to provide secondary youth with a college preparatory,
technology-based education which is necessary to successfully function in this diverse society.
The educational program that C.H.O.S.E.N 1 offers students is designed to not only deal with
immediate societal needs, but also prepare students for college, leadership and the workforce.
Therefore, C.H.O.S.E.N 1’s approach to education is structured, rooted in a solid mathematics
and English foundation, and provides the resources offered by partnerships with community
colleges and universities. The partnership also includes internships with local businesses and
corporations, primarily in the Los Angeles community. As a result of the success of past
partnerships, C.H.O.S.E.N 1 has been able to identify and embrace new and improved
educational techniques, and has recognized what works and what must change in order to be
effective.
• C.H.O.S.E.N 1 will initially partner with existing secondary schools in the highest-need areas of Los Angeles Unified School District, and will operate a hybrid/online independent study academy program for students enrolled in grades 9 thru 12, thus supporting the fact that public schools can do an effective job of educating students if they have the appropriate structure, resources and partnerships in place. C.H.O.S.E.N 1 will launch its first Academy by partnering with existing secondary schools in Los Angeles County in 2014. While open to all students, the academic services will also be available for transient youth who are not typically able to take advantage of a traditional in-seat educational experience, such as foster youth, homeless individuals and orphans. The W.E.S.T Academic Leadership Academy school program will primarily assist secondary students with becoming dually enrolled in community college courses. Pending Board approval, this school program (partnership) will initiate in Fall 2014. This school program is prepared to add a new class of at least 100 secondary students each year, and is capable of serving a larger population of secondary students in the online/hybrid format. The W.E.S.T Academic Leadership Academy school program may accept any new enrollments of students who meet the admissions criteria in either the Fall semester (which typically begins in August), or in the Spring semester (which starts in February).

• A new STEM, online/hybrid secondary school program (which includes focused academies that are briefly described below) will serve students who desire alternative paths to completing their education:
  o **Worldwide Business Academy**
  o **Engineering/Math Academy**
  o **Science/Social Sciences Academy**
  o **Technology Academy**.
## Enrollment Roll-Out Plan

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>10th</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>11th</td>
<td></td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>200</strong></td>
<td><strong>300</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Number of [Other] Days</th>
<th>Number of Instr. Minutes Per [Other] Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/Below State Req’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/K</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>36000</td>
<td>0</td>
<td>-36000</td>
</tr>
<tr>
<td>1</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>50400</td>
<td>0</td>
<td>-50400</td>
</tr>
<tr>
<td>2</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>50400</td>
<td>0</td>
<td>-50400</td>
</tr>
<tr>
<td>3</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>50400</td>
<td>0</td>
<td>-50400</td>
</tr>
<tr>
<td>4</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>54000</td>
<td>0</td>
<td>-54000</td>
</tr>
<tr>
<td>5</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>54000</td>
<td>0</td>
<td>-54000</td>
</tr>
<tr>
<td>6</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>54000</td>
<td>0</td>
<td>-54000</td>
</tr>
<tr>
<td>7</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>54000</td>
<td>0</td>
<td>-54000</td>
</tr>
<tr>
<td>8</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>54000</td>
<td>0</td>
<td>-54000</td>
</tr>
<tr>
<td>9</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>180</td>
<td>64800</td>
<td>64800</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>64800</td>
<td>64800</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>64800</td>
<td>64800</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Select Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>64800</td>
<td>64800</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SCHOOL DESCRIPTION
Mission and Vision

The mission and vision statements for the W.E.S.T Academic Leadership Academy (WALA) School Program are as follows;

*The mission of W.E.S.T Academic Leadership Academy is to provide a safe, secure and comprehensive dual enrollment school program that will guarantee the intellectual, moral, social, emotional and physical development of all students. All students will become academic achievers, critical thinkers, responsible decision makers, and technologically savvy citizens in a culturally diverse society.*

*Our vision is that 100 percent of WALA graduates will complete their high school diploma and (ideally) a two-year college degree/certificate, and become change agents who will revitalize the communities they live in, and eventually impact the world. WALA graduates will be respectful, responsible and resilient change agents who aspire, affirm and achieve their goals. Our graduates will be self-confident, self-disciplined, successful, proactive leaders who will excel in high school and college courses, as well as internships and beyond.*

These mission and vision statements are consistent with current educational practices and research. W.E.S.T Academic Leadership Academy’s underlying philosophy is based on the belief that all students can learn and will learn when they feel part of a community. Students are more likely to experience success when their home cultures are valued. To this extent, our vision encourages parents to *partner* with faculty to *create* an atmosphere where all students can learn, *commit* to the mission of WALA and *support* our student’s efforts to *complete* their academic, college and career interests.

There is an initial projected enrollment of 100 students participating in the W.E.S.T Academic Leadership Academy school program in its first year of operation, however, the online/hybrid format will allow the program to serve additional students, including those from adjacent areas of the city. Some of the students who will be served in the Los Angeles Unified School District alone are from overwhelmingly low-income backgrounds. The California Department of Education notes the following statistics on students in the Los Angeles County: at least 60% qualified for free or reduced price meals during their K-12 experience, 39% are
African American, 58% are Hispanic, and 44% were classified as English Learners. (Please see Table 1 regarding specific District demographic data). The California Department of Education reports that 44% of the Los Angeles County secondary students scored advanced or proficient in English Language Arts, and 40% in Mathematics (www.cde.edu). This said, another goal of the W.E.S.T Academic Leadership Academy school program is to ensure that entering high school freshmen graduate within four years, have a solid mathematics and English Language Arts foundation, and they are eligible to attend a four-year university upon graduation. (Please see Table 3B for data on Graduates with UC/CSU Required Courses).

The WALA school program is physically located in the Los Angeles County, and partnered with a LACCD/California Community College campus. The on-ground/hybrid/online nature of the school program ensures that the student population maintains its historic characteristics of academic proficiency when entering the ninth grade, including socio-economic status, and parent education level. It is important that students are essentially the “same student participants” as the others served in a given neighborhood because it prevents critics from claiming that our results are due to “skimming” the best students—and therefore discounting our results. However, due to the online/hybrid nature of W.E.S.T Academic Leadership Academy, the door is open to serve various participants of varying academic levels and backgrounds.

Means to Achieve the Mission and Vision – How Learning Best Occurs

Most students learn best in a nurturing, supportive environment where they are respected, recognized and treated as individuals, and where their background is appreciated. Accordingly, personal attention of individual students and sensitivity to their backgrounds will be a cornerstone of the school program. Student motivation is highly valued of the W.E.S.T Academic Leadership Academy school program. The small, personal nature of WALA coupled with its focus on academic rigor helps students develop more of a willingness to work hard, achieve academic excellence, and become productive/pro-active leaders.
To create the personalized and supportive educational environment that fosters student success, the W.E.S.T Academic Leadership Academy model has been created to ensure that the organization maintain high quality standards for success where students are being prepared for college, leadership, and life. There are three main components of the W.E.S.T Academic Leadership Academy school program model: the Five Tenants, Early College Initiative and Recommended Practices. W.E.S.T Academic Leadership Academy’s successful students will demonstrate that learning occurs best in schools that follow the Five Tenets of High Performing Schools.

The Five Tenets

The Five Tenets are a set of (five) core principles that all W.E.S.T Academic Leadership Academy (WALA) students will adhere to, such as:

1) **High Expectations for All Students**

W.E.S.T Academic Leadership Academy is centered on high expectations for all students, and every student takes a rigorous college preparatory curriculum. All secondary students are enrolled in classes meeting the University of California (UC)/California State University (CSU) A-G requirements and courses are aligned with California State Content Standards. WALA believes that all students should be prepared to attend a four-year university after high school if they choose to do so. Every student that graduates from the WALA Academic Leadership Academy school program will have taken the necessary courses to attend a four-year university such as a UC and/or CSU.

Extensive student intervention and support programs are offered at WALA in order to help students master a challenging college preparatory curriculum. The majority of the students entering WALA should perform at their proficiency grade level in core subjects such as mathematics and English, and therefore, it is critical to focus on support programs
that can provide students with the help they need to be successful in their college-preparatory classes.

2) **Small, Safe Schools and Learning Academies**

W.E.S.T Academic Leadership Academy is relatively small in comparison to most traditional larger school programs (approximately 400 students, or more, when fully developed), giving each student the best chance of success. Small school programs help ensure that no students fall through the cracks and allow students to receive the personalized attention they need to learn effectively. Students can be held accountable for their actions and the administrators and teachers can develop personal relationships with students and families. Small secondary school programs are safer and decrease the risks that typically come with urban schools as potential problems can be recognized earlier and dealt with sooner.

3) **Administrators and teachers are critical decision makers in the W.E.S.T Academic Leadership Academy School Program**

Administrators and teachers own key decisions at the school program site related to professional development, curriculum, budgeting, discipline and activities. A consistent and rigorous professional development program is a requirement for WALA, and therefore, sufficient time and resources will be invested into quality professional development, in comparison to traditional schools. WALA emphasizes collaboration, college classes, communication, continuous improvement in teaching and learning, and professionalism.

Local control works at WALA because staff and stakeholders within it are accountable for student results. If particular students are consistently not performing or measuring up to expectations, then local control over key decisions is exercised. Local control also works at WALA because staff and students are empowered and included in key program decisions. Empowering students to give meaningful input into their school program allows them to
develop a greater sense of responsibility for their education and aspire to a higher level of learning. At WALA, students choose the school activities after one year of attending the school program. Students shall have the right to attend WALA if they fulfill all admission and application criteria, and parents and students may withdraw from the school program and participate solely in their resident school within the District if they choose to do so.

4) **Parent Participation is Highly Valued and Supported**

Families are expected and invited to participate in their child’s educational experience at W.E.S.T Academic Leadership Academy. Family involvement in a student’s education is one of the most important ingredients to student success and WALA is committed to actively integrating parents/guardians into aspects of their child’s school experience. Parent participation is an important part of education programs and the parents/guardians that are a part of the WALA network are informed of what the college preparatory school program experience is like, in order to better support their children. WALA offers a variety of orientations/workshops to get parents and family members involved in the schools program.

5) **Integrate Technology, College Courses, Tutoring, Mentoring, Internships and Partnerships into the Learning Environment**

A variety of educational programs such as homework clubs, mentoring, tutoring, leadership activities, instructor office hours, after school programs, college-level courses and student services programs, technology, and business internships/community partnerships, all provide students enhanced educational resources and also gives them a safe-haven after school when their transportation/neighborhoods can be particularly dangerous. Keeping students involved, keeping school programs available later, and supplementing the learning process with college preparatory courses and business resources helps accommodate the schedules of working families—because they know where children are after they get out of
school. By allowing the Program to use school facilities, this helps ensure that the staff, students and partners take ownership and responsibility for the Academies’ success.

The W.E.S.T Academic Leadership Academy organization is centered on getting money and other resources into the classroom in order to supplement the learning and teaching process, and to help instructors effectively educate students. WALA will incorporate best practices from both public and private sectors in order to maintain efficiency and allocate dollars towards activities that directly impact and enhance teaching and learning. Accountability for dollars spent is essential and a sub-budget committee helps monitor spending accordingly.

**Early College Initiative**

**VISION**

The W.E.S.T Academic Leadership Academy school program will provide educational and social enrichment to under-served youth, by collaborating with higher learning institutions and community organizations, in an effort to help secondary students graduate with a diploma, earn a 2-year college degree, and gain practical work experience in order to be successful, contributing citizens in their community and in society. Students will have a diverse range of educational, social, cultural, and personal development experiences such as tutoring, computer access for course assignments, mentoring/internships, tours to 4-year universities, early access to college courses and honors-transfer and/or study abroad programs.

**PURPOSE**

The purpose of this (Early College Preparatory) Academy is to provide flexible learning environments to help secondary students earn a diploma, and gain early access to college courses, resources, degree requirements, and certificates/work experience. Currently, the Obama
Administration has challenged educational institutions and organizations to put into practice strategies and programs to increase the number of students graduating from secondary school. The academic plans of the WALA school program incorporate accountability measures and high expectations to ensure that students graduate and demonstrate mastery of core subjects. WALA will use data to deliver instructional programs that are targeted, rigorous and relevant, and will continue to build relationships in an effort to improve student achievement.

Students will achieve their academic goals, in collaboration with instructional support that uses tutoring/mentoring and individualized/standardized instructional assessment programs. Mathematics and English placement exams will be used in order to determine which areas students are proficient in, and also which academic areas they are deficient in (or where they can use supplemental instruction). Based on the assessment results, students will be placed in academic courses (including supplementary English and Mathematics support via enrichment/intervention courses—which will allow them to demonstrate mastery of the course content they are enrolled in). Students will receive educational plans and will complete their assigned Plans with the guidance of an advisor and the support of their instructors. Four areas that support the establishment of this school program are to:

- Improve student achievement among underserved youth, especially African American and Hispanic students (primarily in mathematics) in Los Angeles County. *EdSource, 2009*;
- Take advantage of supplementary academic and social enrichment, and therefore, students must have early access to post-secondary resources such as basic skills training, dual enrollment, internships and/or professional interactions with college instructors and students;
- Close the achievement gap by educating students and their families about the opportunities available for matriculating to institutions of higher learning; and
- Improve foundational skill-levels in mathematics, science and technology, and stimulate more of an interest in STEM (Science, Technology, Engineering and Mathematics) career fields and programs of study at a younger age.
PHILOSOPHY

W.E.S.T Academic Leadership Academy offers a unique, cutting-edge, college-preparatory program for secondary students by providing (individualized and whole-group) instructional support in three academic layers (dual credit for traditional/on-line college courses, instructional support, and early access to college major requirements). In the first layer, students will enroll in and receive dual credit for core secondary classes such as English, Mathematics, Science and Social Science courses in a traditional/on-ground or online format. In the second layer, students will receive online/on-site instructional support when enrolling in a hybrid/on-line college-level course. This aspect of the program provides support using technology, mentoring, tutoring and/or enrichment to help students achieve academic success. This aspect of the program also serves as a form of prevention and intervention for participants. The third academic layer of this Program provides access to major requirements, where the students are dually enrolled in courses that fulfill (not only secondary graduation requirements but also) general education and major Associate of Arts degree requirements. A copy of the LACCD/LAUSD/WALA Articulation and Course Agreement is found in Appendix E.

Secondary students who are seeking to be admitted to the W.E.S.T Academic Leadership Academy school program must submit:

1) An admissions application and Independent Study Agreement (ISA) for W.E.S.T Academic Leadership Academy;
2) One official copy of the student’s K-12 transcripts; and
3) A California community college (CCC) admissions application and K-12 form.
## Sample Daily Schedule of the W.A.L.A Online Leadership Academy School Program

<table>
<thead>
<tr>
<th></th>
<th>Mon/Wed or Tues/Thurs.</th>
<th>Prof. Development Day (Fridays)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Breakfast/House</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7:30 – 7:47 (17 min)</td>
</tr>
<tr>
<td>Breakfast/House</td>
<td>7:30-7:42 (12 min)</td>
<td></td>
</tr>
<tr>
<td>Passing</td>
<td>7:42-7:45 (3 min)</td>
<td></td>
</tr>
<tr>
<td>Period 1</td>
<td>Per 4 T/Th</td>
<td></td>
</tr>
<tr>
<td>Passing</td>
<td>7:45 – 9:45 (120 min)</td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>Per 5 T/Th</td>
<td></td>
</tr>
<tr>
<td>Passing</td>
<td>9:45 – 9:53 (8 min)</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>11:53 – 12:46 (50 min)</td>
<td></td>
</tr>
<tr>
<td>Passing</td>
<td>12:46 – 12:50 (4 min)</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>12:50 – 1:20 (30 min)</td>
<td></td>
</tr>
<tr>
<td>Passing</td>
<td>1:20 – 1:25 (5 min)</td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>Per 6 T/Th</td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td>Per 5 T/Th</td>
<td></td>
</tr>
<tr>
<td>Passing</td>
<td>11:56 – 11:59 (3 min)</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>10:26 – 10:31 (5 min)</td>
<td></td>
</tr>
<tr>
<td>Passing</td>
<td>10:31 – 11:01 (40 min)</td>
<td></td>
</tr>
<tr>
<td>Passing</td>
<td>11:01 – 11:06 (5 min)</td>
<td></td>
</tr>
<tr>
<td>Period 5</td>
<td>Per 6 T/Th</td>
<td></td>
</tr>
<tr>
<td>Passing</td>
<td>12:49 – 12:52 (3 min)</td>
<td></td>
</tr>
<tr>
<td>Period 6</td>
<td>Per 5 T/Th</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:52 – 1:42 (50 min)</td>
<td></td>
</tr>
</tbody>
</table>

### Community Impact and Involvement:

W.E.S.T Academic Leadership Academy chose the Los Angeles Unified School District because it realizes the vast opportunities that exist to engage students, parents and community members in the process of improving instruction with a cutting edge, innovative, technology-based approach. This school program is also in close proximity to several community colleges (such as El Camino College and Los Angeles Community College District campuses)—which are a few of the major institutions where WALA students can take college courses, strengthen their self-esteem, and enable them to bridge cultural and educational gaps. These students will benefit from this genuine learning experience by interacting with college instructors and students, which will help prepare them for future college or university coursework. The Los Angeles Unified School District has rich cultural learning experiences where its members participate in worthwhile activities and frequent group interactions, which increases the students’ awareness of responsibilities to family, community and society. WALA will incorporate cultural activities in the classroom and the college-ready learning process, and stimulate more student interest in STEM and Business majors/career fields. WALA believes this holistic learning
approach exposes students to higher education, motivates them, and will help students get an early start at becoming successful and competitive at the university level, especially when enrolling in prestigious programs like STEM fields. WALA also selected Los Angeles County because there is a need to improve achievement levels of under-represented youth, and as a result, WALA will partner with organizations that provide tutoring and mentoring in order to accomplish the school program’s goals.

Students will be introduced to various planned activities and have opportunities to utilize college resources in order to gain more of a well-rounded perspective. At a minimum, individuals will be encouraged to take lessons in (at least) one musical instrument, or possibly enroll in a public speaking course. For example, students may complete professional music lessons as part of college course requirements. Individuals or groups of participants may also have opportunities to interact with various community agencies that offer some of the following enrichment activities:

- Music Lessons (such as piano/guitar/drums/violin, etc.);
- College Bound, Upward Bound, Summer Bridge, Study Abroad or TAP (Honors Transfer Admission Programs) and other opportunities in partnership with higher learning institutions such as University of Southern California, CSU campuses, University of California, or California Community Colleges.
- Boy Scouts/Girl Scouts, Boys and Girls Club, Big Brothers/Big Sisters, Theater, speech and debate, YMCA Youth & Government, wrap around services, tutoring/mentoring with fraternities and sororities, chess, video game production, or internships

**Recommended Practices**

Professional practices are provided in the areas of teaching methodologies, curriculum, professional development, data integration, student intervention, school operations and parent participation to help administrators and instructors make more informed decisions. Administrators and instructors review recommended practices and determine how best to
incorporate them into the classroom in order to improve teaching and learning. There is consistency across classrooms as a majority of the recommended practices are implemented in the classrooms. Recommended practices are disseminated primarily through professional development activities and these best practices are supported by relevant, data-driven research. Through the process of continual improvement, gaps in professional/recommended practices will be addressed and revised.

**How the Curriculum Addresses California Content Standards**

**Common Core**

WALA Charter School Assures that the school will transition to and implement Common Core Standards and Smarter Balanced Assessments according to LAUSD established timelines.
ELEMENT 2—MEASURABLE PUPIL OUTCOMES AND
ELEMENT 3—METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES
WILL BE MEASURED

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

WALA Charter School shall meet all statewide content and performance standards and

STANDARDIZED TESTING

WALA Charter School agrees to comply with and adhere to the State requirements for
participation and administration of all state mandated tests. If Charter School does not test (i.e.,
STAR, CELDT, CAHSEE) with the District, Charter School hereby grants authority to the state
of California to provide a copy of all test results directly to the District as well as Charter School.

AUTHORIZER

The Los Angeles Unified School District is the entity that authorizes charter petitions. In
September 2013, this proposal requests that the Board review and grant approval for the W.E.S.T
Academic Leadership Academy to operate via an independent study charter school program.
The independent study format means under the advising of a designated teacher/director students
will take (college) courses in an on-ground/online/hybrid format, and these courses will fulfill
high school graduation requirements, the A thru G requirements (which are necessary to enter a
4-year university), and also the general education/major requirements necessary to earn a 2-year
Associate of Arts degree. The proposal will be submitted to the School Board no later than
October 2013. In the event that formal approval is not received at the designated Board meeting
due to corrections needed, the necessary corrections will be made, and the proposal will be re-
submitted for the next Board agenda, in order to initiate the school program in Fall 2014.
MARKET ANALYSIS

W.E.S.T Academic Leadership Academy shall be non-sectarian in its programs, curriculum, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or physical or mental disability (religion, race, color, medical condition, sexual condition, sexual orientation). W.E.S.T Academic Leadership Academy shall not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements. W.E.S.T Academic Leadership Academy shall not require any child to attend a charter school nor any employee to work at a charter school. If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. W.E.S.T Academic Leadership Academy shall admit all students who wish to attend.

While open to all students, W.E.S.T Academic Leadership Academy will also assist underserved, low-income students in the Los Angeles Unified School District (inclusive of those enrolled in both public and private schools). In addition, W.E.S.T Academic Leadership Academy is an independent study charter school program that is provided as an alternative instructional strategy, not an alternative curriculum. In W.E.S.T, students work independently, according to written agreements and under the general supervision of a credentialed teacher or teachers. While W.E.S.T follows the district-adopted curriculum and meets the district graduation requirements, it offers flexibility to meet individual student needs, interest, and styles of learning. (California Education Code [EC] sections 51745–51749.3)
Programs/Services

W.E.S.T Academic Leadership Academy operates on an independent study format, as a voluntary option chosen by students and parents—students cannot be assigned to independent study. The independent study format of WALA can be used on a short-term or long-term basis, and on a full-time basis or in conjunction with courses taken in a classroom setting, or online format. W.E.S.T Academic Leadership Academy can operate the independent study school program as a school program within a school or as a stand-alone alternative school of choice or charter school. In conjunction with state law, the education students will receive at WALA via the independent study format will be equal in quality and quantity to that offered in a traditional classroom setting in the authorizing District/County. The ratio of classroom-based students to classroom-based teachers in WALA will be equivalent to that of the authorizing District/County.

Students Served

W.E.S.T Academic Leadership Academy students will work closely with their teachers, in one-on-one meetings or small group instruction to receive highly personalized instruction. WALA will offer a high degree of flexibility and individualization, so it can serve a wide range of students including:

* Highly gifted students who are not challenged in their regular classrooms and wish to accelerate.
* Students who face particular challenges—such as health issues or the need to work that makes classroom attendance difficult (including homeless and orphan children).
* Students who, for a variety of reasons, have fallen behind in their studies and need an individualized approach that allows them to delve more deeply into special interest areas.
* Students who are at risk of dropping out of school, are in need of credit recovery, or need to one-on-one and small group settings to excel and take charge of their own learning. As such, this format may require basic academic skills and a level of commitment, motivation and organization.
Table 1 below shows the demographic data of the target student population that W.E.S.T Academic Leadership Academy could serve from one sample unified school district in Los Angeles County. (This table includes the population of secondary students in the Los Angeles County, specifically the Inglewood Unified School District which is adjacent to the Los Angeles Unified School District).

**Table 1**  
**Demographic Data of Surrounding Secondary Schools (2010-11)**

<table>
<thead>
<tr>
<th>Comparable School Data</th>
<th># of Students Free &amp; Reduced Lunch</th>
<th>% African American</th>
<th>% Latino or Hispanic</th>
<th># of English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crozier</td>
<td>710</td>
<td>28%</td>
<td>70%</td>
<td>196</td>
</tr>
<tr>
<td>LaTijera</td>
<td>324</td>
<td>51%</td>
<td>48%</td>
<td>51</td>
</tr>
<tr>
<td>Parent</td>
<td>481</td>
<td>86%</td>
<td>11%</td>
<td>41</td>
</tr>
<tr>
<td>City Honors H.S.</td>
<td>283</td>
<td>56%</td>
<td>41%</td>
<td>18</td>
</tr>
<tr>
<td>Inglewood H.S.</td>
<td>1002</td>
<td>41%</td>
<td>58%</td>
<td>302</td>
</tr>
<tr>
<td>Morningside H.S.</td>
<td>729</td>
<td>33%</td>
<td>67%</td>
<td>335</td>
</tr>
</tbody>
</table>
Table 2 below shows the academic performance data of the schools that students we propose to serve might have attended:

Table 2
Academic Performance Data of Surrounding Secondary Schools (2010-11)

<table>
<thead>
<tr>
<th>Comparable School Data</th>
<th>2011 API Growth Score</th>
<th>2010 Base API</th>
<th>2010 Similar Schools Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crozier</td>
<td>705</td>
<td>676</td>
<td>5</td>
</tr>
<tr>
<td>LaTijera</td>
<td>701</td>
<td>711</td>
<td>9</td>
</tr>
<tr>
<td>Parent</td>
<td>782</td>
<td>773</td>
<td>9</td>
</tr>
<tr>
<td>City Honors H.S.</td>
<td>793</td>
<td>805</td>
<td>10</td>
</tr>
<tr>
<td>Inglewood H.S.</td>
<td>638</td>
<td>598</td>
<td>4</td>
</tr>
<tr>
<td>Morningside H.S.</td>
<td>621</td>
<td>632</td>
<td>7</td>
</tr>
<tr>
<td>Animo South L.A.</td>
<td>739</td>
<td>728</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAUSD Schools</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Crozier</td>
</tr>
<tr>
<td>LaTijera</td>
</tr>
<tr>
<td>Inglewood HS</td>
</tr>
<tr>
<td>Morningside HS</td>
</tr>
<tr>
<td>Charter Schools</td>
</tr>
<tr>
<td>City Honors HS</td>
</tr>
<tr>
<td>Animo Inglewood</td>
</tr>
<tr>
<td>Animo South Los Angeles</td>
</tr>
</tbody>
</table>
It is fully expected that the W.E.S.T Academic Leadership Academy demographic data for incoming students will mirror the statistics of surrounding schools. A similar, successful pilot school program was carried out during the Fall 2011 semester with a group of GATE students, and this experience has given adequate confidence to operate a full school program with a larger number of students. The pilot school program was conducted in Fall 2011 with GATE students attending Parent School (in the Inglewood Unified School District). Secondary students received Board approval and attended a Personal Development college course within the Los Angeles Community College District. Students demonstrated success in their ability to interact within the college class with the instructor and amongst other college students. The general conclusion is that GATE students proved successful in the community college setting and this gives credence to the Early College Initiative (component) of this proposal. With respect to the ELL population, the dual enrollment aspect of the WALA school program is available to any secondary students who submit an application and meets the admissions criteria. All students who wish to take college-level English or Mathematics courses must complete the college placement test, and then they will be eligible for placement in appropriate college-level English and Mathematics courses.
MARKETING STRATEGY

W.E.S.T Academic Leadership Academy is committed to serving academically low-achieving, economically disadvantaged students. WALA will tailor its student recruiting efforts and student enrollment process to attract students typically classified as “low-achieving” and this will also include “economically disadvantaged.” Specific activities that will be used by WALA include: use of English and Spanish collateral, traditional marketing, flyers, mailers, phone tree, and simple brochures. WALA is committed to removing language/messages that may deter and/or dissuade underserved student populations.

The W.E.S.T Academic Leadership Academy school program is open to prospective secondary students in the Los Angeles Unified School District. Based on the following recruitment activities, WALA will successfully enroll its first participants starting in the Fall 2014 semester of the 2014-2015 school year (pending Board approval). The community-based recruiting effort will include:

- Direct Secondary School Recruiting. WALA will make classroom presentations at public and private secondary schools within the County of Los Angeles;
- Mailings. WALA intends to work with Unified School Districts in Los Angeles County to send out a mailing to identified secondary families informing them of the option to apply.
- Direct Advertising. WALA will advertise with local media, including Spanish language newspapers (such as La Opinion), neighborhood newspapers, word-of-mouth at school PTA meetings, church bulletins, grocery store papers, and on school marquees.
- Open House Meetings. WALA will host workshops and informational meetings at open houses throughout the recruiting period to inform parents about the school’s program.
- Community Partnerships. WALA will work with community leaders to “get the word out” about the school, and partner with leaders of the faith-based community to speak to youth groups and possibly congregations.
- Community Walks. With the help of identified parents and community members, WALA staff is prepared to go door to door to talk to families, and hand out applications.
Traditional Marketing. WALA will keep a highly visible presence throughout the Los Angeles community through traditional marketing strategies such as posting flyers and posters throughout the neighborhood in businesses and community centers. All information, meetings, and communication will be made available in English and Spanish and any other language WALA deems appropriate based on the needs of the community. We believe these outreach efforts will attain an ethnic balance at WALA that is reflective of the surrounding communities that are a part of Los Angeles County.

The families showing interest will be given the three-part application forms, which parents and students are responsible for completing. Should we receive more applications than the approximate 100 spaces available (pending Board approval), then W.E.S.T Academic Leadership Academy is more than capable of enrolling additional students expressing interest in this school program. Each applicant’s name will be assigned an identification number. Admission to the college-ready component of the W.E.S.T Academic Leadership Academy school program should start at the beginning of each traditional semester which aligns with the start of traditional California community colleges. However, dual enrollment can also begin at the start of the 8-week course (which might be offered in the middle of the semester). A wait list will be created for students who desire to enroll after the traditional Fall and Spring semesters have started, and each situation will be handled on a case-by-case basis. Information sessions will take place in a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. The informational meetings may also take place on a weekday evening or weekend morning, or via teleconferencing such as webinars to ensure all interested parties will be able to attend.

Students may be assigned to a particular small learning community/academy, principally based on the special career needs/interests they present. Students who express/require alternative pathways in the STEM (science/technology/engineering/mathematics) fields may be given a preference to attend community college courses that are directly geared towards meeting their
academic and early college needs. For example, below are a few of the small learning academies that will be offered to students:

- Worldwide Business Academy
- Engineering/Mathematics Academy
- Science/ Social Science Academy
- Technology Academy

As stated earlier, all students, including those who are GATE, ELL, or Special Needs may be given the preference to attend appropriate college courses that will be geared towards completing general education requirements, and eventually (on a case-by-case basis) courses that are appropriate for the individuals specified academic major. Students will take community college courses that meet both A thru G requirements as well as Associate of Arts degree requirements. Students will work directly with their academic counselor/advisor to take courses that also fulfill undergraduate college degree requirements, as per the community college articulation sheets provided by the college, and also per ASSIST.org. ASSIST is an online student-transfer information system that shows how course credits earned at one public California College or university can be applied when students are preparing to transfer to another higher learning institution. ASSIST is the official website used for articulation within California public colleges and universities and it provides accurate and up-to-date information about students transferring to institutions in California. Students can also use ASSIST.org to select the institution they are transferring to or from, find out about specific majors, and search for majors and course requirements that interest them and are available at certain university campuses in California.
Additionally, W.E.S.T Academic Leadership Academy stands apart from other traditional secondary school programs for several reasons. (1) WALA offers secondary students who know their college major (or the career field they want to pursue) an opportunity to dually enroll in college courses that can be applied towards general education and major requirements. Most of the community college courses can be applied to the list of general education requirements which students are expected to fulfill in order to graduate from a 4-year university, such as a UC, CSU, HBCU (Historically Black College or University), or an Ivy League University. (2) Community college courses are free to WALA participants, which helps them save thousands of dollars once they graduate from high school and apply for admission to a college/university. (3) This experience helps to even the playing field because it will assist our graduates in becoming more competitive as they apply to elite public and private 4-year universities. (4) Participants who complete the WALA school program will have a competitive edge and will know how to navigate the college experience before graduating from high school, because they will have fulfilled most of the undergraduate general education and major requirements that are needed to earn an Associate of Arts degree.
INSTRUCTION

Expected School Wide Learning Results – Goals of the School Program

Expected School Wide Learning Results (ESLRs), designed in accordance with the Western Association of Schools and Colleges’ (WASC) Focus on Learning Guide, embody the goals and high expectations that are maintained for W.E.S.T Academic Leadership Academy students. The ESLRS state that:

Every WALA graduate will be prepared to be College-Directed Learners who are:

- Able to think critically and analytically in order to understand complex concepts across the curriculum.
- Familiar with the college application process that will enable students to independently access college opportunities.
- Eligible for college by completing required coursework.
- Knowledgeable regarding career field choices and educational pathways.

Every WALA graduate will be prepared to be Cultural Learners who are:

- Aware of cultural differences, unique group histories and diverse perspectives.
- Bi-literate in English and Spanish.
- Able to understand the dynamics of language and culture.
- Able to communicate with sensitivity within and across diverse communities.

Every WALA graduate will be prepared to be Innovative Leaders who are:

- Models of ethical behavior through their involvement in school functions, clubs, and committees.
- Able to contribute to the success of individuals and their community through voluntary service.
- Effective oral communicators in distinct situations.
- Informed participants in the democratic process.

Every WALA graduate will be prepared to be Life-Long Learners who are:

- Responsible, mature decision-makers.
• Goal-oriented in their personal pursuits.
• Able to successfully integrate multiple uses of technology.
• Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community.

Additionally, student participants of WALA will improve academic knowledge, skills, self-concept and motivational levels of its students and will measure its success using standards-based approaches, surveys, informal observations and dialogues with students, parents and community members. Graduates of WALA will demonstrate a basic understanding of four growth areas, complete standards-based assignments, and participate in supplementary instructional programs that are technologically-friendly and researched-based. The staff will work with community colleges and other corporations to offer a supplementary instructional program that will provide academic support and motivation to help students experience success primarily in English and Mathematics courses. The following growth areas are critical components of W.E.S.T Academic Leadership Academy:

**GROWTH AREA 1: Students will Read and Write Effectively**

Reading and writing is a critical component of all subjects and thus, WALA students will:

• Read daily, actively, and for a variety of purposes.
• Write using correct grammar and punctuation.
• Write concise paragraphs and essays, with ideas that flow logically, are organized around and support the main idea/topic.
GROWTH AREA 2: Students will Understand, Compute and Apply Concepts of Mathematics

Whole-number computations are a sequence of single-digit computations that are creatively woven together which is the basic understanding students need to succeed in algebra and in advanced mathematics courses. Students will know and apply:

- Basic concepts of math presented in their respective courses.
- Analytical thinking as required to demonstrate proficiency/mastery and success in secondary education, post-secondary education and beyond.
- Principles of mathematics in order to solve problems, make connections and draw conclusions, in computing abstract, real-life, and banking problems.

GROWTH AREA 3: Students Will Know and Appreciate Concepts in History, Science, Government and Current Events

In studying and analyzing historical events, concepts of science and events that pertain to our government and countries world-wide, students will:

- Describe, compare and contrast historical events with current events in our country and around the world.
- Analyze, compare and contrast the role of government and its affects in the United States with that of other countries.
- Study, observe, understand, draw inferences and categorize scientific principles and theories, and the scientific method.
- Observe and recognize the rights, responsibilities and privileges of individuals, government, people and organizations.

GROWTH AREA 4: Students Understand and Acknowledge Aspects of their own Learning, Choices and Career Interests and Develop Leadership in the Community.

Using a variety of learning experiences, scenarios, development workshops and career paths, students will:

- Learn about environmental responsibility, improve personal fitness and enhance computer skills.
• Demonstrate involvement in their community and understand the affects of involvement in their school and in societal issues.

• Students will engage in service learning projects and be introduced to world-wide business and entrepreneurial strategies for leadership and success.

• Learn about postsecondary options, career choices, and job training skills.
**Curriculum and Program**

The outline of the educational program WALA participants will follow is included in Appendix E (LACCD/LAUSD articulation sheet) to ensure that each grade level offers a balanced, comprehensive curriculum. In addition to the recommended curriculum and course offerings, will be the Holt series of textbooks/workbooks/intervention guides for mathematics, English Language Arts, Science and Social Science, the curriculum maps, pacing guides, sample lesson plans, teaching strategies and assessments that have been successful at other schools.

Below is an outline of the current recommended curriculum that will be offered at WALA for the core subjects of English and Mathematics, primarily. Some adjustments may be made in certain courses as the Director and teachers make changes to adapt to the specific needs of their students. The process of adapting curriculum to the specific needs of a student happens throughout the year as the WALA staff learns more about their students. Typically, teachers will consult with the director or other department chairpersons as part of the adjustment process for their respective courses. The recommended curriculum encompasses California State standards for each content area. The scope of skills to be taught across grade levels is outlined below:

Summary descriptions of many of the secondary courses that will be offered at WALA can be found in the attached APPENDIX B. As mentioned above, these course offerings will likely evolve as the director and teachers use their professional expertise to adopt the curriculum to meet the exact needs of their student population. Each WALA course will adhere to at least one of two requirements: 1) courses are college-preparatory and must satisfy the A-G and/or Associate of Arts degree requirements, and 2) courses and materials will be aligned to the California state content standards. The sequence of knowledge and skills taught across the grade levels broadly follows those of State-adopted texts; however, these sequences are supplemented or changed in some courses to better match the interests and skills of our student population. Parents/guardians shall be appropriately informed about the transferability of courses to other
high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the WALA school program shall be accredited by WASC, considered transferable, and courses approved by the UC’s or Cal States as creditable under the “A-G” admissions criteria may be considered to meet college entrance requirements—and Associate of Arts degree requirements if the course is on the IGETC/CSU community college articulation sheet.

**Academic Support and Intervention**

The following are some of the intervention and support programs built into W.E.S.T Academic Leadership Academy’s recommended school model:

- **Summer Bridge Program:** Typically a two and a half to six week summer session is held for incoming ninth graders. Students receive standards-based instruction in Math and take college-level courses (such as Personal Development—College and Career Planning) and are acclimated to the culture and expectations of WALA.

- **Math Intervention:** Students struggling in math receive intervention through Curriculum Skills classes (see explanation of Curriculum Skills classes below) and individual tutoring during their math instructors’ office hours. WALA participants can also receive tutoring after-school in Algebra I, Geometry and Algebra II (or the equivalent course as part of a partnership that is affiliated with the school).

- **Reading Intervention Program:** Additional reading support is available to students in need of assistance in reading and writing through the lab, and also by enrolling in supplementary reading/writing courses.

- **Curriculum Skills/Advisory:** The curriculum skills/advisory program is designed to be a 30-minute intervention/advisory period where students meet with their advisor each week. Curriculum skills/advisory has a different focus at each grade level:
  - 9th Grade—Tutorial. The class is designed as a tutorial, where students discuss and receive assistance with daily/weekly class assignments, homework and projects. Students use an inquiry approach to problem-solving and maintain a daily learning log.
  - 10th Grade—CAHSEE Preparation. The focus of this level is to prepare students for the California High School Exit Exam (CAHSEE), which is given for the first
time in March of the tenth grade year. Students review the material covered on
the upcoming test by completing weekly lessons in math or English Language
Arts. Students can use the time to submit homework assignments or receive
assistance with projects or tests.

- 11th Grade—College Readiness. The focus of this level is to prepare students for
entrance into a four-year college or university. In addition to participating in
SAT/ACT preparation lessons, students write personal statements, complete
college applications, register for placement exams and develop a college portfolio.
Remaining time is used as independent study, to complete homework and prepare
for assignments, projects or tests. Also, the CAHSEE Review course offers a
review for the 11th and 12th grade students who have not passed both portions of
the California High School Exit Exam. Students complete weekly lessons in math
or English language arts, concentrating on strengthening the areas in which they
have not scored well previously. Once a student passes the exam, s/he is placed
in an advanced Personal Development level College Readiness (11th grade) or
Career Readiness (12th grade) course.

- 12th Grade—Career Readiness. In the twelfth grade students prepare for
transitions between high school, college and the work force through a Career
Readiness course. During the first semester, students not only apply for college
or university, but read college catalogs, select mock classes and prepare for the
transition to dorm life. Emphasis during the second semester is placed on writing
resumes, completing job applications and participating in mock interviews.
Students also problem-solve through “real-world” scenarios. They use the
remaining time for independent study, to complete homework and prepare for
assignments, projects or tests.

- Math Intervention Courses. Math intervention courses are taught by math
instructors and take the place of Curriculum Skills for those students needing
additional scaffolding. Students may receive additional support in Algebra I,
Geometry, Algebra II, or Calculus depending on the level of math for which they
have been scheduled. Students who earn grades of C or better in their math
classes at the end of the first semester are exited from math intervention and
placed in the Curriculum Skills class for their grade levels. See Math Intervention
Course Expectations for more specific guidelines.
• Advisory/House: Meets at least once a week to discuss academic/personal/college issues. Students remain in the same advisory with the same teacher (ideally) for all four years to maintain a tighter sense of community. The Director has the capacity to change the advisory assignment, should the need arise.

• Homework Club: Students who are struggling with a particular class or simply want more support in a subject can attend homework club, which is offered after school and run by a credentialed teacher and/or college interns. Students can log in to speak with an advisor and receive additional academic support.

• Office Hours: Instructors hold office hours once or twice a week to provide students with additional academic support.

Students will be grouped in heterogeneous classrooms where all teachers will utilize differentiated instruction. Teachers are expected to use an appropriate mix of direct instruction, cooperative learning and individual student practice for all lessons. Teacher professional development is focused heavily on observation and using data to inform instruction, aligning curriculum with State standards, and assessing student mastery of standards on an ongoing basis. Research has shown that the methods described above are most effective for high school students, especially students who arrive with lower levels of preparation for rigorous academic study. We believe the combination of a college-preparatory, standards-based curriculum and teacher professional development (based on these methods) will ensure that all students meet or exceed State standards.

Specific Goals for Providing and Ensuring Equal Access to Academically Low Achieving Students

WALA is committed to serving academically low achieving students. Should the vast majority of students be classified as “low achieving,” the curriculum and program of WALA will continue to adapt in order to improve performance for traditionally low achieving students.
WALA has a simple, but specific goal, to ensure that all students are prepared for success in college, leadership and life. In fact, WALA goals for academically low achieving students are the same as the goals for its entire student body. For more information on these goals, please see the section titled “Measureable Student Objectives” and the ESLRs listed in this petition.

WALA ensures that all students identified as low achieving have equal access to a rigorous, college-preparatory education through the following means (also see the section for “Academic Support and Intervention”):

- WALA assesses all students after enrollment to determine learning strengths and weakness, as well as overall proficiency in core subjects.
- Identified students are immediately enrolled in remediation programs to accelerate learning, which are standards aligned or computer-based programs for reading and math.
- Low achieving students may also receive remediation during WALA’s Summer Bridge program.

**English Language Learners**

Should W.E.S.T Academic Leadership Academy have a high percentage of students who are classified as English Language Learners, it is fully prepared to address their specific needs.

In order to identify the English proficiency of English Language Learners, WALA will administer the California English Language Development Test (CELDT) exam to ELL students along with the other placement exams given to all incoming students. From the results on these exams, teachers will be informed of the language level of the students and will work collaboratively to develop standards-based lessons that support English language development. Students at Beginning and Early Intermediate levels according to the CELDT will be given English Language Development. Content area teachers will be supported in using sheltered (SDAIE) techniques, so that students can have equal access to core curriculum.
As stated earlier, WALA expects to channel Level 1 and 2 (Beginning and Early Intermediate proficiency in English) into the school program. It is currently estimated that approximately 20% of the incoming WALA students might fall into this category.

**Special Education**

W.E.S.T Academic Leadership Academy is expected to serve a relatively small to medium special education population. WALA will implement the programs and services, including providing related services, required by the Individualized Education Program (IEPs) of the students enrolled. WALA will be responsible for the development of assessment plans for students with suspected disabilities, or, in the alternative, providing appropriate written notices to parents when a request for assessment is denied. WALA will make decisions regarding eligibility, goals, program, placement, and exit from special education by consensus of the student’s IEP team.

WALA will ensure that teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student’s IEP. WALA shall provide planned staff development activities and participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

WALA will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

**Meeting the Needs of Gifted Students**

The needs of gifted students will be met in a variety of ways. The first through differentiated instruction, which affords opportunities to explore curriculum at a faster pace, in
greater depth, with more complexity and with novel means of demonstrating mastery. A second means of addressing gifted students’ needs is through a rich offering of honors (and Advanced Placement) courses taught by highly-qualified teachers. Inspection of the course outlines appended to this petition will allow the reader to verify the extent of these offerings. Service learning provides a third way to match students’ strengths with real-world challenges and to stimulate our students to develop their talents in new directions. In addition, ensuring early access to college courses is a viable means for addressing the aptitude of Gifted students.

An important goal of W.E.S.T Academic Leadership Academy is to develop a capacity for leadership. All participants, and gifted students in particular, are encouraged to take initiative by participating in clubs and/or athletic teams. Finally, the development of a culture of inclusion addresses the emotional and psychological needs of gifted students, who sometimes feel socially isolated. W.E.S.T Academic Leadership Academy participants become members of a family of learners where each student’s strengths are acknowledged and celebrated.

**School Calendar and School Time**

W.E.S.T Academic Leadership Academy is prepared to use a block schedule (if needed) to assist with scheduling of community college courses in order to afford students and teachers the time to do more in-depth studies, projects, experiments, etc. on a daily basis—and this will not be a rigid schedule. Block schedules can allow instructors an opportunity to establish a bond with their students and help them to become aware of each participant’s strengths and areas of improvement more quickly, so that we can meet each student’s needs more efficiently. W.E.S.T Academic Leadership Academy shall operate on the traditional semester calendar.

W.E.S.T Academic Leadership Academy will have at least 180 student days and an additional 10 professional/staff development days for its teachers. WALA will surpass the required number of minutes as set forth in Education Code 46201. WALA will require its pupils
to be in attendance (either in the on-ground, hybrid or online format) at least 40 percent of the minimum instructional time required pursuant to EC Section 47612.5(a)(1).

WALA will use flexible scheduling models to increase interdisciplinary work and meet specific learning needs. WALA does, however, plan to tailor the schedule as much as possible to the calendar in the District/County without compromising the academic program.

**Sports, Clubs and Community Service Activities**

W.E.S.T Academic Leadership Academy will balance extracurricular activities and community service. It will draw on prior school experiences of appropriate staff and community members. Co-curricular clubs, sports, and community service activities are central to an effective, well-rounded education. WALA expects a successful implementation of clubs, activities and sports programs.

**Sports**

Students attending the school program can participate in the myriad of club sports/teams that will be offered, such as football, boys’ and girls’ basketball, volleyball, soccer, golf and cross-country/track, possibly at the club-level.

**Clubs**

W.E.S.T Academic Leadership Academy will offer a wide variety of activities outside of the academic program. Depending on student interest and budgetary constraints, this may include, debate teams, Junior Statesman of America, chess club, and other student-initiated activities. We plan to take advantage of charter status flexibility in adjusting our schedule to allow these activities.

**Community Service Activities**

The W.E.S.T Academic Leadership Academy’s school curriculum may eventually include useful programs for character-building, community service, and practical internship
experiences in the business world. WALA believes service learning will be a vital element of the school program, which will instill a sense of individual and civic responsibility. Coordinated with a leadership program to be offered at each school, community service activities will enable students to use newly gained skills to solve community challenges. Specifics of the program will be determined in the future, based on community needs, student interest and interaction with community leaders.

**Outcome Goals**

In order for our students to be able to matriculate to the universities of their choice upon graduation, W.E.S.T Academic Leadership Academy holds high standards for academic achievement. WALA hopes to achieve the following long-term and short-term outcomes within five to ten years:

- 95% of entering 9\textsuperscript{th} grade students at WALA will graduate and at least 90% will be accepted to a 4-year college/university.
- 75% or more of students will score proficient on the CST test in math and English.
- WALA will receive at least an 8 out of 10 Similar Rank API and at least a 5 out of 10 State Rank API.
- Upon graduation, participants will have met WALA Expected School-Wide Learning Results (ESLR’s).

In the shorter term (over the next five years), WALA expects to achieve the following outcome goals:

- WALA participants will exceed the average performance levels of students in comparable public schools, as measured by math and English scores/academic grades;
- WALA’s attendance rates will be above comparable public schools in its attendance area;
- WALA’s participants will perform similar to comparable public schools in attendance area, the average on STAR Tests and the California High School Exit Exam. Data will be disaggregated so that this school program can be evaluated during the first four years of operation. For comparative purposes, Table 3A shows the outcome level for local high schools, such as Inglewood, City Honors, Morningside, Animo (Inglewood) and Animo
(South Los Angeles) High Schools, which are the comparable public schools near the W.E.S.T Academic Leadership Academy attendance area. Specifically included are the dropout rates and the percentages of graduates with UC/CSU required courses for some of these local high schools.
## TABLE 3A
### COMPARABLE SCHOOLS DROPOUT DATA

<table>
<thead>
<tr>
<th>2009-10, 12th Grade Enrollment and 12th Grade Graduates</th>
<th>Cohort Students</th>
<th>Cohort Graduates</th>
<th>Cohort Graduation Rate</th>
<th>Cohort Dropouts</th>
<th>Cohort Dropout Rate</th>
<th># and % of African American</th>
<th># and % of Hispanic or Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animo Inglewood Charter</td>
<td>114</td>
<td>104</td>
<td>91.2</td>
<td>*</td>
<td>7.9</td>
<td>80 (67%)</td>
<td>38 (32%)</td>
</tr>
<tr>
<td>City Honors Preparatory</td>
<td>118</td>
<td>116</td>
<td>98.3</td>
<td>0.8</td>
<td>0.8</td>
<td>151 (44%)</td>
<td>184 (54%)</td>
</tr>
<tr>
<td>Inglewood H.S.</td>
<td>388</td>
<td>341</td>
<td>87.9</td>
<td>10.3</td>
<td>10.3</td>
<td>79 (40%)</td>
<td>112 (57%)</td>
</tr>
<tr>
<td>Morningside H.S.</td>
<td>275</td>
<td>197</td>
<td>68.6</td>
<td>24.5</td>
<td>24.5</td>
<td>151 (44%)</td>
<td>184 (54%)</td>
</tr>
<tr>
<td>District</td>
<td>819</td>
<td>660</td>
<td>77.2</td>
<td>17.8</td>
<td>17.8</td>
<td>310 (47%)</td>
<td>334 (51%)</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>668</td>
<td>518</td>
<td>77.5</td>
<td>11.4</td>
<td>11.4</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>All Students</td>
<td>837</td>
<td>646</td>
<td>77.2</td>
<td>149</td>
<td>17.8</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Culver City H.S.</td>
<td>552</td>
<td>467</td>
<td>89.5</td>
<td>53</td>
<td>10.2</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>County</td>
<td>115,764</td>
<td>100,705</td>
<td>6,737</td>
<td>*</td>
<td>8981 (9%)</td>
<td>56,079 (56%)</td>
<td>174166 (43%)</td>
</tr>
<tr>
<td>State (CA)</td>
<td>523,488</td>
<td>393,570</td>
<td>75</td>
<td>91,821</td>
<td>17.5</td>
<td>27564 (7%)</td>
<td>174166 (43%)</td>
</tr>
<tr>
<td>CA - African American</td>
<td>43,151</td>
<td>25,770</td>
<td>59.7</td>
<td>12,605</td>
<td>29.2</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>CA - Hispanic or Latino</td>
<td>240,188</td>
<td>165,127</td>
<td>68.8</td>
<td>52,499</td>
<td>21.9</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>CA - White, Not Hispanic</td>
<td>158,355</td>
<td>133,213</td>
<td>84.1</td>
<td>17,546</td>
<td>11.1</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

* data not available
Source: California Department of Education, 2012 website
## TABLE 3B
GRADUATES WITH UC/CSU REQUIRED COURSES

<table>
<thead>
<tr>
<th>2009-10 Graduates with UC/CSU Required Courses</th>
<th># and % of African-American</th>
<th># and % of Hispanic or Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Honors – Females</td>
<td>54 of 54 (100%)</td>
<td>27 of 27 (100%)</td>
</tr>
<tr>
<td>City Honors – Males</td>
<td>26 of 26 (100%)</td>
<td>11 of 11 (100%)</td>
</tr>
<tr>
<td>Inglewood H.S. - Females</td>
<td>24 of 80 (30%)</td>
<td>47 of 100 (47%)</td>
</tr>
<tr>
<td>Inglewood H.S. – Males</td>
<td>16 of 71 (22.5%)</td>
<td>24 of 84 (28.6%)</td>
</tr>
<tr>
<td>Morningside H.S. – Females</td>
<td>7 of 44 (15.9%)</td>
<td>8 of 61 (13.1%)</td>
</tr>
<tr>
<td>Morningside H.S. - Males</td>
<td>4 of 35 (11.4%)</td>
<td>5 of 51 (9.8%)</td>
</tr>
<tr>
<td>District Total – Females</td>
<td>85 of 178 (47.8%)</td>
<td>82 of 188 (43.6%)</td>
</tr>
<tr>
<td>District Total – Males</td>
<td>46 of 132 (34.8%)</td>
<td>40 of 146 (27.4%)</td>
</tr>
<tr>
<td>Culver City H.S. – Females</td>
<td>22 of 59 (37.3%)</td>
<td>21 of 85 (24.7%)</td>
</tr>
<tr>
<td>Culver City H.S. - Males</td>
<td>11 of 50 (22%)</td>
<td>13 of 82 (15.9%)</td>
</tr>
<tr>
<td>County Total - Females</td>
<td>2,054 of 4,862 (42.2%)</td>
<td>12,706 of 29,525 (43%)</td>
</tr>
<tr>
<td>County Total - Males</td>
<td>1,191 of 4,119 (28.9%)</td>
<td>8,459 of 26,554 (31.9%)</td>
</tr>
<tr>
<td>State Total – Females</td>
<td>4,831 of 14,547 (33.2%)</td>
<td>28,500 of 90,627 (31.4%)</td>
</tr>
<tr>
<td>State Total – Males</td>
<td>2,960 of 13,017 (22.7%)</td>
<td>19,017 of 83,539 (22.8%)</td>
</tr>
</tbody>
</table>
As W.E.S.T Academic Leadership Academy becomes more familiar with its target student population, exit-outcomes and school-wide performance goals may be modified over time. Intrinsic to the program is the understanding that students will be held accountable to the same standards and supported to reach the measurable objectives. W.E.S.T Academic Leadership Academy measures its student’s progress towards its ESLRS through a variety of diagnostic and authentic assessments.

Note: All community college courses are free to secondary participants. WALA staff will coordinate with each participant to maximize the academic resources available from external sources.

**How and When Student Outcomes Will Be Assessed**

College-prep, rigorous assessments that are aligned to the state content standards are provided to all W.E.S.T Academic Leadership Academy participants. A “Standards Planning Sheet” will be used to ensure that each assessment correlates to a state standard and encourages teachers to assess whether or not students have mastered each standard. Teachers will also be trained to use the Backwards design Model for developing instructional units. This model requires the teacher to use the state standards as a starting point for curriculum development. By adhering to this model, WALA ensures that student report card grades measure the level of student mastery of content standards.

Teachers will also use student achievement on assessment results to determine areas for re-teaching. Teachers will meet at least once a week to assess student levels of proficiency with regards to standards. Teachers will use student performance on assessments to guide their planning and instruction. For example, the English Department may develop a writing rubric aligned with state content standards to address the low writing skills of WALA students. The
mathematics department may use the data from periodic assessments utilized once a quarter and on a bi-weekly basis to address the deficiencies of low achievement in math.

WALA will rely heavily on data collected from assessments to personalize learning for each student and to ensure proper placement in classes. Incoming 9th graders take three placement exams (one in reading/English, one in mathematics, and one in Spanish for native Spanish speakers). Students desiring to take a college-level English or mathematics course will be required to take two college-level assessments: one in English and one in Mathematics, which is usually offered between July and August of their incoming 9th grade year. The reading test is a part of the English placement test, and this test determines a students’ lexile level so that WALA staff can determine which students are reading at a basic (or above) or far below basic level. The pre- and post-math tests are a part of the UCLA Algebra Readiness program, and are aligned to California standards.

Incoming secondary students are tested in the Summer Bridge Program (see Theme 3). Students who score basic or far below basic on the reading assessments are placed in a year-long remedial college course, to support them in their college-prep English course(s). Students who score far below basic on the math assessments are placed in a mathematics enrichment course to support them in their college-prep math courses.

The WALA staff will also use data from state assessments, and diagnostic assessments such as the UCLA Math Readiness exam, and classroom assessments on an ongoing basis to inform instruction and student placement. WALA will use all of these indicators to monitor student progress, and to drive reflection of continual improvement at the school site. Where possible, data (from the UCLA exam, or other forms of assessments/benchmark tests) is used to develop longitudinal analysis of student progress. WALA will develop a standard process to incorporate student longitudinal analysis as part of its comprehensive knowledge management plan. State test data will be reviewed at the beginning of each year at the summer retreat and
student grades are to be reviewed by subject at the end of every semester. The staff will analyze student achievement data to determine the areas of highest need and develop specific goals and steps to be taken to increase student achievement.

Each department will set goals at the beginning of each year to determine steps to be taken to achieve the goals. For example, after reviewing state test data, the math department may set a goal to increase the number of students in the “Advanced” category in Algebra by 10%. The department then establishes steps to take, including resources to be used, to help them reach this goal. In addition, the review of student grades each quarter leads to discussions about the types of assessments each teacher uses as well as the ways in which teachers are grading. Development plans are established for teachers whose students are not achieving as evidenced by grades. The development plan is created in collaboration with the teacher, the director, and the master teacher, and establishes clear guidelines and supports for the teacher to help the student increase student achievement.

Student achievement and assessments will be discussed during department meetings and grade level planning meetings. The master schedule should provide teachers in a department with a common planning period so they can meet weekly to collaborate. Additionally, departments meet once a month to discuss progress towards department goals and curriculum pathways. Grade levels also meet once a month. Each grade level functions as a Student Success Team that collaborates to develop individualized intervention plans for struggling students and/or high achieving students in need of a challenge.

WALA staff believes a critical piece to student success is a student’s ability to assess his/her own work against set standards. Clear expectations is the second principle in the Principles of Learning from the University of Pittsburg, and it is founded on the notion that teachers must clearly define what they expect students to learn if students are to achieve at high levels. Students must have visible targets for work, be able to evaluate their own work, and set goals for
their own effort. Students are also given the opportunity to reflect upon their work and track their progress by utilizing the Academy Portfolio System (APS), Task stream or the community college’s online database for storing grades. The task stream online database allows individuals to upload their best work and assess their performance using a rubric.

Additional information on the usefulness of the actual Outcome Measurement Process is appended to this Business Plan as APPENDIX C.
ELEMENT 4—GOVERNANCE

GENERAL PROVISIONS

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

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

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

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

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

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

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

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

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

WALA Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.

LEGAL AND POLICY COMPLIANCE

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

TRANSFER OF STUDENT RECORDS

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

OVERVIEW OF THE GOVERNANCE AND MANAGEMENT STRUCTURE

Overview

W.E.S.T Academic Leadership Academy will be implemented as a secondary independent study school program. This independent study school program will be governed by C.H.O.S.E.N 1, Inc., a 501(c) (3) non-profit, public benefit California Corporation. Pending Board approval of the selected site for W.E.S.T Academic Leadership Academy, the 501(c) (3) corporate management team is prepared to be responsible for the policy setting decisions including the following:

> Set general policies of the school program;
> Approve and monitor the school’s annual budget;
> Ensure operation of the school program in accordance with the law; and
> Hire the school program’s director and other full-time staff.

The Director is responsible for the daily administrative operation of W.E.S.T Academic Leadership Academy and is accountable first to the approved governing Board, their assigned corporate management team. Additionally, the Director of the Academy may also set up a local school program site advisory team made up of the director, instructors, parents, student participants, and community members in order to help with day-to-day decisions occurring on the school site level. The director will be responsible for coaching and providing professional development for the Academy’s staff. The director will also help manage all the shared resources for the school. The following diagram contains an illustration of the governing structure for the W.E.S.T Academic Leadership Academy school program:
Parental views and community expertise will be sought in developing policies and solving school-wide program challenges, should they arise, through representatives serving on the Advisory Board and various committees.

Communication with parents, whether about school policies and related programs or about their own children, will be frequent, clear, and two-way. Parents will be treated as collaborators in the educational process. An Advisory Board, represented by parents, the private sector, instructors/staff, student participants, and community representatives will also make recommendations to W.E.S.T Academic Leadership Academy’s management team. The Advisory Board will meet on a bi-monthly basis.

W.E.S.T Academic Leadership Academy will ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237, the education code. W.E.S.T Academic Leadership Academy will also ensure the school program will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district that authorizes and approves WALA.

W.E.S.T Academic Leadership Academy will participate in annual, independent, financial audits that shall be conducted and resolved in accordance with regulations established by the District/state board. Staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.
WALA will resolve disputes in accordance with the Education Code, State and Federal Laws that govern charter schools and programs. W.E.S.T Academic Leadership Academy shall comply with the Educational Employment Relations Act.
ELEMENT 5—EMPLOYEE QUALIFICATIONS

EQUAL EMPLOYMENT OPPORTUNITY

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

NCLB AND CREDENTIALING REQUIREMENTS

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

W.E.S.T Academic Leadership Academy school program will launch with a Director/academic advisor, a teacher for every 35 students, and an Office Manager. WALA may combine the roles of clerical staff to perform part-time functions, especially in the first two years—as these positions can be considered as part-time due to enrollment and the needs of the school program, and depending on the location/facility, these staff might already be employed. It is expected that the online capacity will grow close to 400 students quickly, within a four year growth period. Part time staff may share the duties of clerical aides and assist with filing and organization of student files. Office functions such as payroll, taxes, compliance, filing and data technician requirements will be shared by the office manager and designated, trained aides—and the director of WALA has the discretion to hire other classified personnel as needed.

Principal/Director

The director is the main person running the Academy once it is approved and opens, and W.E.S.T Academic Leadership Academy takes extensive care to select the most qualified and dedicated director. W.E.S.T Academic Leadership Academy has a rigorous statewide and national recruitment process that includes advertising and publications such as Association of California School Administrators, local newspapers, Ed Join/employment websites, and/or other internet searches. In addition, WALA will use established relationships with a number of colleges and universities and other channels for obtaining high quality instructors who possess appropriate credentials and/or degrees. We are committed to developing leaders within our own organization, as this pattern has traditionally resulted in developing qualified and effective participants, and enhancing the family atmosphere of the program.

The director is primarily responsible for the performance of WALA, and therefore will:
Provide assistance, guidance, and supervision in instructional practices and curriculum development specific to the language, social and academic needs of the student populations, including bilingual, Special Education and Gifted and Talented Students.

Provide leadership for and facilitate collaboration with all stakeholders on identifying goals for student achievement and standards for assessing the outcome of these goals.

Prepare school budgets and be responsible for and monitor the expenditures of all program/academy funds in accordance with Federal and State guidelines.

Develop partnerships among students, parents, community members, teachers and support staff that will create a learning community at W.E.S.T Academic Leadership Academy with high expectations and achievement for all students.

Work with WALA staff to develop and operate the school and maintain collaborative relationships with other formal and informal educational (and other community) institutions.

Educate all students and demonstrate improved student achievement with standards-based instruction, focused learning opportunities, and appropriate use of all resources.

Evaluate the performance of certificated and classified personnel assigned to the school program.

Maintain an educational climate that ensures the safety, health, and welfare of students and personnel; organize and implement an Emergency Operation Plan and comply with mandated child abuse reporting procedures.

Provide staff development and training for stakeholders to improve student achievement.

**Academic Advisor**

W.E.S.T Academic Leadership Academy will try to hire its qualified advisor from the community, particularly its aides and office manager. It is critical that the office manager and all of the staff develop close/working relationships with the community members they are serving. The director/advisor will be in charge of reviewing each certificated/classified staff member annually and their salary will be competitive. Staff shall possess experience and expertise appropriate for their position within the school as outlined in their job description. The advisor/director will:
➢ Oversee the business, leadership and operational procedures and practices of the school;
➢ Oversee the instructional program, in collaboration with District and County oversight.
➢ Provide opportunities for professional growth;
➢ Ensure effective collaboration with WALA staff and other stakeholders;
➢ Assist with student discipline;
➢ Assist with scheduling;
➢ Demonstrate regular and punctual attendance.
➢ Carry-out relationships with established partners, universities/colleges and businesses.

**Instructors/Teachers**

W.E.S.T Academic Leadership Academy will utilize a diverse faculty composed of the best instructors available. Given the improved student retention rates that are expected, WALA will work with college faculty to serve the participants in the school program over the next five years. WALA is well-capable of meeting the large demand for the best teaching talent. To supplement the talent pool, especially as the number of students increase, WALA will rely heavily on college instructors, on-line educational programs and independent study experts/consultants. WALA will also supplement its pool of talented staff by engaging in a local and national search (including university-level graduate education departments) to fill open positions.

Instructors of WALA shall be required to hold appropriate credentials, degrees, permits and certificates, shall be fingerprinted, and must have at a minimum 18- semester or 27-quarter units in the subject they wish to teach in. If hired, the candidate shall be required to meet NCLB requirements. Teaching applicants must welcome being treated as critical stakeholders as they are expected to assume significant advisory responsibilities. Technological experience is an advantage, although an enthusiastic willingness to learn may suffice, as there will be ample professional development opportunities. Their duties will include the following:

➢ Demonstrate regular and punctual attendance.
➢ Provide a quality, enriched and integrated curriculum. Provide a continual assessment of student progress and maintain records.

➢ Evaluate classroom performance continually to meet the changing needs of students.

➢ Adjust teaching strategies and materials to meet the diagnosed needs of students.

➢ Provide an effective, clean room environment that reflects and facilitates the academic program.

➢ Provide peer assistance to fellow teachers, and participate in ongoing peer evaluations.

➢ Continue to engage in professional development by attending department meetings, appropriate conferences and maintaining lesson plans.

➢ Maintain open lines of communication with participants and respond in a timely manner to calls, and inquiries about student performance.

➢ Be professional in dress, mannerisms, all communication and abide by the California Education Codes.

Classified and Other Personnel

W.E.S.T Academic Leadership Academy has high expectations of all our stakeholders, including classified staff and other personnel. Office staff and other personnel will be expected to contribute the following.

➢ Run the school’s front office, perform daily school business, and other duties as assigned;

➢ Perform quality service to students, certificated/non-certificated staff and the community.

Each certificated and classified staff, as well as any approved school volunteer, shall be required to furnish the school with a criminal record summary as described in Education Code 44237.

Full-time certificated and classified staff who become employed at W.E.S.T Academic Leadership Academy shall have the same rights and benefits as covered faculty and staff in the District, and will be covered by the State Teachers’ Retirement System (for certificated staff), the Public Employees’ Retirement System (classified staff), or federal social security—so long as they do not actively separate from the District. For purposes of collective bargaining under Government Code 3540-3549.3, C.H.O.S.E.N 1, Inc. shall be deemed the employer of the school
program. If the school program closes, a final audit of W.E.S.T Academic Leadership Academy shall be conducted to determine the disposition of all assets and liabilities of the school program, including plans for disposing of any net assets and for the maintenance and transfer of student records. Staff and parents shall use the established District student information system (now referred to as ARIES). Administrative staff will also have training on and access to School Pathways—an online data/attendance processing program.

**Professional Development**

Professional Development for the director, academic advisor, teachers and office staff is a critical component to the success of W.E.S.T Academic Leadership Academy’s school program model. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction (Lieberman and Green Dot). Professional development will be scheduled into the weekly routine at W.E.S.T Academic Leadership Academy via staff collaboration, through the use of relevant data, meaningful dialogue, exchange of teaching and learning strategies and best practices, mentoring, and in helping to ensure accountability for school-wide goals. Professional development activities at WALA will be based on relevant best practices and include:

- Walk-thrus—once a semester the director or designated data team members will observe effective-successful teachers at successful on-ground and online schools;
- Department meetings, staff development meetings and common planning workshops;
- Professional development meetings where best practices are shared;
- Annual retreats for staff;
- New teacher orientations consisting of intensive professional development workshops, held before the start of the school year, and also teacher and administrator support meetings each semester, where best practices and legal requirements are shared;
- Bi-Monthly director/advisor webinars/workshops.
Instructors will be empowered to utilize best practices through their participation in the reflective process of the school plan. This process will be created by a leadership team consisting of instructors, consultants and/or business leaders. Instructors will receive feedback on their formal and informal observations and student evaluations each semester. Teachers will also participate in goal setting for themselves and their students and will constantly work to achieve their objectives as educators. W.E.S.T Academic Leadership Academy staff will be valued as professionals seeking to maximize their growth potential.

In subject areas identified as weak, whether through STAR assessments or other methods, W.E.S.T Academic Leadership Academy staff will work together to provide enhanced and targeted professional development to improve performance. Math instruction, for instance, has been identified as an area of improvement for WALA as a whole, and as a result, significant professional development and ample resources will be devoted to carrying out school-wide, department and individual professional growth targets. WALA will initiate a comprehensive effort to improve instruction, especially in Mathematics, and in English Language Arts. Math assessments, specifically, will be assigned as benchmark tests, as well as STAR release test questions, or other publisher resources. WALA will utilize approved, supplemental instructional coaches to provide feedback to math teachers, and realign incoming 9th grade math assessments, (possibly) including a structured Math summer bridge intervention program that focuses on building a solid foundation in mathematics skills for participants.

**Accountability**

Good performance will be acknowledged, rewarded and replicated if possible. When performance is fair or poor, instructional support will be provided to ensure stronger student success.

The following process for evaluations will be in place:

*Director*
The director will be evaluated on the following:

- Ability to achieve the educational outcomes as well as achieve parent/community involvement.
- Ability to complete required job duties, including balance the budget.

**Instructors/Teachers**

- Certificated personnel will be evaluated with the District evaluation process.
- Peer reviews will be conducted and will utilize Student Learning Outcomes.
- Student progress will be monitored and other measures will be developed by the school.
- Completion of required duties and other duties as assigned.

**Classified Staff and Other Personnel**

Classified and other personnel will be evaluated upon adequate completion of assigned job duties, and achievement of regular, punctual attendance as determined by the administration.
ELEMENT 6—HEALTH AND SAFETY PROCEDURES

HEALTH, SAFETY AND EMERGENCY PLAN

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

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

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. The Charter School shall maintain immunization records on file.
ELEMENT 7—MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

COURT-ORDERED INTEGRATION

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

WALA Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.
No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students

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

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

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

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

**FEDERAL PROGRAM COMPLIANCE**

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

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I School wide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

WALA Charter School also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.
ELEMENT 8—ADMISSION REQUIREMENTS

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

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

NON-DISCRIMINATION

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

WALA Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
The scheduled opening date of WALA is August 2014. The admissions requirements are:

1) A WALA admissions application, including an Independent Study Agreement.
2) An LACCD/CCC admissions application.
3) A K-12 concurrent enrollment application.
ELEMENT 9—FINANCIAL AUDITS

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

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

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

DATA MANAGEMENT PLAN

Technology FOCUS

Technology will be widely used at WALA to drive higher levels of achievement and prepare students for the information driven economy of the 21st Century. It will also be used as a critical tool for gathering data for school management. At WALA, for example, technology will be invested in as follows:

- WALA participants will use laptops or computer stations at school (especially for the hybrid/online courses, or they can use their own at home, or in a public library/facility that has computer access for the public).
- Each teacher will be provided/loaned/equipped with a laptop and given training on effectively using technology in the classroom.
- Courses often will include Web-based research projects and assignments.
o A technology class is included in the recommended curriculum to train students on computers and different software programs.

o A web-based student information and school management system (ARIES) will be implemented at WALA, and School Pathways is strongly being considered.

o Cell Phones, I pads or tables can also be provided to selected employees to provide greater accessibility and to ensure rapid responses to student inquiries.

Data Tracking

W.E.S.T Academic Leadership Academy will use a School Information System (SIS) such as ARIES, School Pathways or MiSIS. The SIS system is used for tracking student attendance, discipline, grades and performance. This system allows participants, their parents, and the teachers to access student records, and keep track of each child’s academic achievement. The SIS system helps teachers critically analyze student data, identify strengths and areas of improvement, and also develop individualized learning plans/goals for their students. Using the SIS system will help the director/school leaders to allocate resources and develop intervention to assist struggling students. This kind of analysis is central to the success of the school program.
CRITICAL PATH TIMELINE

The following table provides a summary of the implementation plan for W.E.S.T Academic Leadership Academy, showing the highest-level detail of when and how the program will be implemented. A much more detailed project plan that shows the minutiae of all the activities that go into opening WALA is available upon request.

IMPLEMENTATION PLAN OF W.E.S.T ACADEMIC LEADERSHIP ACADEMY

Background on Benefits of W.E.S.T Academic Leadership Academy and the Early College Initiative

Early college high schools (ECHS) are small, autonomous schools that blend high school and college into a coherent educational program. Some benefits of what early college high schools are designed to do are as follows:

- Help all students achieve two years of college credit at the same time they are earning a high school diploma. Ideally the process takes within four to five years of entering ninth grade. The process/goal can also be achieved for secondary students enrolled in grades seven through twelve with the structure of this independent study charter proposal—especially if the director/staff can enroll the secondary students in community college courses as early as seventh grade.
- Encourage students to start college work based on their performance.
- Support students in their preparation to complete an Associate/Bachelor of Arts degree.
- Assist students by reaching out to middle schools (starting with seventh graders) and providing extensive support, this early college secondary school will ensure that all students are ready for college-level courses in high school.

Today, there are more than 200 early college high schools that serve more than 100,000 students. W.E.S.T Academic Leadership Academy is designed for young people who are underrepresented in postsecondary education—these are our students who typically do not have
adequate access to the academic preparation needed to meet college readiness standards. The underrepresented students tend to be those for whom the cost of college is prohibitive, students of color and English language learners.

W.E.S.T Academic Leadership Academy will serve the developmental and intellectual needs of students enrolled, with particular attention to secondary students who participate in the early college component of the school program. In keeping with the purpose of establishing early college high schools, WALA will remove barriers to postsecondary access, preparation and success. Students will be rewarded for their hard work because they will have the opportunity to accelerate their education and earn two years of college credit without having to pay tuition. Additional benefits to establishing WALA are: 1) the physical transitions between high school and college are eliminated; 2) the demands of applications for admission and financial aid decrease; 3) learning takes place in a personalized, college environment, where rigorous work is demanded and supported; and 5) students have better access to jobs/careers because of the early exposure to information that typically is shared (directly and indirectly at colleges).

Summary of Limitations of W.E.S.T Academic Leadership Academy

Several studies have been conducted to determine the costs of planning and implementing early college high schools, as well as various early college designs. This section of the proposal will outline:

- The reasonable costs and funding streams for planning/implementing the design;
- How early colleges differ from traditional high school programs; and
- Highlights of projected revenues and costs for planning and full implementation.

As stated earlier, WALA will help reshape the structure of traditional high school programs by:

- compressing the time it takes to earn a college degree;
- removing financial constraints and other barriers students experience of going to college;
- improving the typical high school graduation rate (see data from Table 3A); and
• (better) preparing traditionally underserved students for family-supporting careers.

The attached budget suggests there are no limitations of implementing WALA, in comparison to a regular school program. As a form of caution, it is important to note that traditional/regular public high schools do not receive the entire per pupil allocation—because part of their allocation is retained by the district to cover the cost of doing business (such as transportation, facilities, maintenance and operating costs, utilities, payroll services, etc.). WALA is seeking to combine aspects of secondary school and higher education (and the online/hybrid component), and as a result, off-set significant costs associated with planning and implementing this school program. The revenues included in the budget are per pupil allocations based on student enrollment (ADA), tuition reductions, federal entitlement aid (such as Title 1 and Title V), charter and state grants, and in-kind contributions (including both revenues and expenditures). As WALA grows and matures in its budget expertise, it should be mentioned that one possible long-term strategy for ensuring the financial viability and sustainability of this early college secondary program includes working with the community colleges/adult schools to extend the years students can draw down ADA. The win-win of this process would permit the use of ADA to pay for books needed for college courses, and could also allow higher education institutions to claim FTE for dual enrollees—for example, the reimbursement a state allocates to postsecondary institutions based on the number of college credits a student is taking. Moreover, although several early college studies show that the costs for early college high schools nationwide are within the range of average per pupil allocations, implementation of WALA actually buys much more. Several of the benefits were previously presented. This said, the attached budget includes various components which are necessary for the planning and implementation phases of WALA, including: 1) the planning and start-up costs associated with the early college Academy; 2) a review of the financial and academic plans associated with the
early college school and program design; and 3) formal structures and operating procedures associated with building and sustaining the secondary and post-secondary collaboration.

The budget proposes an enrollment of up to approximately 100 students per grade, but since the school program includes an online/hybrid model, the maximum enrollment criteria is just a recommendation, and not a requirement. Since the site and size of WALA is yet to be determined, the budget will vary based upon the size of enrollment, state or local funding allocation, teacher and staff salary structure, school location and other factors. Also, since the budgets are projections, these (projections) take into account the experience and expertise of budget planning for both secondary and postsecondary education.
## TABLE 4

**W.E.S.T Academic Leadership Academy Three-Year Budget**

<table>
<thead>
<tr>
<th>Revenue &amp; Resources</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Revenue</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Purpose Entitlement State Aid (from Block Grant Worksheet)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Charter School Categorical per ADA Block Grant (from Block Grant Worksheet)</td>
<td>$ 619,000</td>
<td>$ 1,238,000</td>
<td>$ 1,857,000</td>
</tr>
<tr>
<td>Economic Impact Aid Block Grant (from Block Grant Worksheet)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Charter School Facility Grant (SB746)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Special Education Local Plan Area (SELPA)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Other:</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Sub-total State Revenue</strong></td>
<td>$ 619,000</td>
<td>$ 1,238,000</td>
<td>$ 1,857,000</td>
</tr>
<tr>
<td><strong>Percent of Revenue/Resources</strong></td>
<td>70.82%</td>
<td>87.62%</td>
<td>98.41%</td>
</tr>
<tr>
<td><strong>Federal Revenue</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Charter School Grant Program (PCSGP)</td>
<td>$ 225,000</td>
<td>$ 150,000</td>
<td>$ -</td>
</tr>
<tr>
<td>NCLB: Title I</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>NCLB: Title II, III, IV, etc.</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Child Nutrition</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>SELPA</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Other:</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Sub-total Federal Revenue</strong></td>
<td>$ 225,000</td>
<td>$ 150,000</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Percent of Revenue/Resources</strong></td>
<td>25.74%</td>
<td>10.62%</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Local Revenue</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Purpose Entitlement In Lieu of Property Tax (from Block Grant Worksheet)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Start-Up Capital (include documentation)</td>
<td>$ 10,000</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Fundraising (include documentation)</td>
<td>$ 10,000</td>
<td>$ 15,000</td>
<td>$ 20,000</td>
</tr>
<tr>
<td>Private Foundation/Grant (include documentation)</td>
<td>$ 10,000</td>
<td>$ 10,000</td>
<td>$ 10,000</td>
</tr>
<tr>
<td>Other:</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>Sub-total Local Revenue</strong></td>
<td>$ 30,000</td>
<td>$ 25,000</td>
<td>$ 30,000</td>
</tr>
<tr>
<td><strong>Percent of Revenue/Resources</strong></td>
<td>3.43%</td>
<td>1.77%</td>
<td>1.59%</td>
</tr>
<tr>
<td><strong>Total Revenue &amp; Resources</strong></td>
<td>$ 874,000</td>
<td>$ 1,413,000</td>
<td>$ 1,887,000</td>
</tr>
</tbody>
</table>
### Expenditures

#### 1000 Certificated Salaries

<table>
<thead>
<tr>
<th>Number of Projected Certificated FTE (must be included)</th>
<th>4.00</th>
<th>7.00</th>
<th>10.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>1100 Certificated Teachers' Salaries</td>
<td>$150,000</td>
<td>$330,000</td>
<td>$540,000</td>
</tr>
<tr>
<td>1200 Certificated Pupil Support</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>1300 Certificated Supervisors' and Administrators' Salaries</td>
<td>$93,500</td>
<td>$108,000</td>
<td>$114,000</td>
</tr>
<tr>
<td>1900 Other Certificated Salaries</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total Certificated Salaries</strong></td>
<td>$243,500</td>
<td>$438,000</td>
<td>$654,000</td>
</tr>
</tbody>
</table>

Percent of Revenue/Resources: 27.86% 31.00% 34.66%

#### 2000 Classified Salaries

<table>
<thead>
<tr>
<th>Number of Projected Classified FTE (must be included)</th>
<th>2.00</th>
<th>2.00</th>
<th>2.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2100 Classified Instructional Salaries</td>
<td>$33,000</td>
<td>$38,500</td>
<td>$44,000</td>
</tr>
<tr>
<td>2200 Classified Support Salaries</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>2300 Classified Supervisors' and Administrators' Salaries</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>2400 Clerical, Technical, and Office Staff Salaries</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total Classified Salaries</strong></td>
<td>$66,000</td>
<td>$77,000</td>
<td>$88,000</td>
</tr>
</tbody>
</table>

Percent of Revenue/Resources: 7.55% 5.45% 4.66%

#### 3000 Employee Benefits

<table>
<thead>
<tr>
<th>Benefits</th>
<th>2010 State Teachers' Retirement System</th>
<th>3200 Old Age, Survivors, Disability, and Health Insurance</th>
<th>3400 Health and Welfare Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$36,525</td>
<td>$66,000</td>
<td>$13,200</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Employee Benefits</strong></td>
<td>$136,868</td>
<td>$117,375</td>
<td>$208,830</td>
</tr>
</tbody>
</table>

Percent of Revenue/Resources: 15.66% 12.13% 11.07%

#### 4000 Books and Supplies

<table>
<thead>
<tr>
<th>Books and Supplies</th>
<th>4100 Approved Textbooks and Core Curricula Materials</th>
<th>4200 Books and Other Reference Materials</th>
<th>4300 Materials and Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$35,000</td>
<td>$6,000</td>
<td>$15,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Books and Supplies</strong></td>
<td>$65,000</td>
<td>$112,000</td>
<td>$124,000</td>
</tr>
</tbody>
</table>

Percent of Revenue/Resources: 7.44% 7.93% 6.57%

#### 5000 Services and Other Operating Expenditures

<table>
<thead>
<tr>
<th>Services and Other Operating Expenditures</th>
<th>5100 Subagreements for Services</th>
<th>5400 Insurance</th>
<th>5500 Operations and Housekeeping Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$50,000</td>
<td>$15,000</td>
<td>$25,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Services and Other Operating Expenditures</strong></td>
<td>$161,500</td>
<td>$263,500</td>
<td>$361,500</td>
</tr>
</tbody>
</table>

Percent of Revenue/Resources: 18.48% 18.65% 19.16%

#### 6000 Capital Outlay

<table>
<thead>
<tr>
<th>Capital Outlay</th>
<th>6100 Land</th>
<th>6170 Land Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Capital Outlay</strong></td>
<td>$40,000</td>
<td>$55,000</td>
</tr>
</tbody>
</table>

Percent of Revenue/Resources: 4.58% 3.89% 3.18%

#### 7000 Other Outgo

<table>
<thead>
<tr>
<th>Other Outgo</th>
<th>District Oversight</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$50,000</td>
<td>$100,000</td>
</tr>
</tbody>
</table>

Percent of Revenue/Resources: 5.72% 7.08% 7.95%

**Total Expenditures** $762,868 $1,216,875 $1,646,330

Percent of Revenue/Resources: 87.28% 86.12% 87.25%
# Summary of Budget

<table>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenue &amp; Resources</td>
<td>$874,000</td>
<td>$1,413,000</td>
<td>$1,887,000</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$762,868</td>
<td>$1,216,875</td>
<td>$1,646,330</td>
</tr>
<tr>
<td>Net Increase (Decrease) in Fund Balance</td>
<td>$111,133</td>
<td>$196,125</td>
<td>$240,670</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>-</td>
<td>$111,133</td>
<td>$307,258</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>$111,133</td>
<td>$307,258</td>
<td>$547,928</td>
</tr>
<tr>
<td>Percent of Expenditures</td>
<td>14.57%</td>
<td>25.25%</td>
<td>33.28%</td>
</tr>
</tbody>
</table>

## 2014-15

- Net Increase (Decrease) in Fund Balance: $111,133
- Beginning Balance: -
- Ending Balance: $111,133

## 2015-16

- Net Increase (Decrease) in Fund Balance: $196,125
- Beginning Balance: $111,133
- Ending Balance: $307,258

## 2016-17

- Net Increase (Decrease) in Fund Balance: $240,670
- Beginning Balance: $307,258
- Ending Balance: $547,928
**FINANCIAL DATA**

W.E.S.T Academic Leadership Academy will be self-sustaining on direct public funds (Federal and State) after their start-up costs have been funded. The key factors that will enable W.E.S.T Academic Leadership Academy to operate effectively on the public dollar are:

a) High student attendance rates,
b) Lower number of classified employees per student than a traditional district school,
c) Greater utilization of all employees and,
d) Low non-classroom based operating expenses due to increased efficiencies and the nature of concurrent/dual enrollment.

W.E.S.T Academic Leadership Academy will follow the same financial model in order to ensure that it is financially sound and can provide a great education to the students it serves. Additionally, as a charter school network, WALA can access capital or use its build-up reserves in order to help the school program if it does run into any financial difficulty. WALA shall conduct an annual, independent financial audit, which shall employ generally accepted accounting principles, and deficiencies shall be resolved to the satisfaction of the Board.

**Start-up Budget (includes the startup budget and additional budget)**

WALA is working diligently to secure public and private funding to cover the costs of opening its school program. It has already secured and/or has commitments in start-up grants to open its independent charter school program. WALA will also apply for additional start up grants in upcoming funding cycles which, if received, will be used for the school.

Additionally, WALA currently has a small cash balance and or commitments which can be utilized to help fund start-up costs if necessary. WALA does not anticipate needing to use any of these additional funds but has them in reserve in case any unforeseen difficulties arise. W.E.S.T Academic Leadership Academy hopes to have access to a small revolving line of credit and funds from the County/District/State/California Charter Schools Association to cover cash
flow issues that may arise because of timing differences in which revenues are accrued versus collected.

Attached as APPENDIX D is a copy of the W.E.S.T Academic Leadership Academy’s 3-Year Budget.

**Future Budgeting**

During the summer, Corporate and the administrative team will finalize the budget for the School program for the following fiscal year with substantial input from the School’s director. The director will have the best visibility into where resources are needed most for the school program and will provide critical guidance to WALA in the budget creation process. The final budget will be presented and (ideally) approved by the Board no later than Fall 2014. On a monthly basis, the director will review the budget.

At the end of each quarter/semester, the budget will be adjusted with major increases needing to be approved. During the school year, the director will be given adequate flexibility to make certain trade-offs between line items in the budget, but is not allowed to increase the overall size of the budgets without authorization. Additionally, any significant purchases that are not originally budgeted for cannot be made without W.E.S.T Academic Leadership Academy authorization by the director.
FUNDRAISING

All major fundraising campaigns for W.E.S.T Academic Leadership Academy will be managed through the director and the leadership team. WALA staff will be encouraged to engage in smaller, more local fundraising efforts.

W.E.S.T Academic Leadership Academy Fundraising

W.E.S.T Academic Leadership Academy will work hard to successfully secure public and private funding to cover the costs of opening the school program. They have already secured over $---TBD--- in start-up grants to open the Academy so far. WALA will also apply for additional start-up grants in upcoming funding cycles which, if received, can be used for the Academy.

The director will work with the leadership team to seek funding from private foundations in order to help support their prior growths. This money is reflected in the current financial projections for WALA. WALA will continue to fundraise throughout the 2013-2014 and 2014-2015 school years and beyond, and is confident that it will be able to raise the funds necessary to provide additional support for its school program.

W.E.S.T Academic Leadership Academy Fundraising

WALA will have two fundraisers ranging from family dinners at local restaurants to walk-a-thons. The director and the team will also apply for individual grants. The Financial/Development Manager will write the grant and work in conjunction with the director to obtain all necessary information.
ELEMENT 10—SUSPENSION AND EXPULSION PROCEDURES

GENERAL PROVISIONS

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

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

WALA Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

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

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

STUDENTS WITH DISABILITIES

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

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

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

**NOTIFICATION OF THE DISTRICT**

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

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

**REINSTATEMENT**

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

**GUN FREE SCHOOLS ACT**

WALA Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11—EMPLOYEE RETIREMENT SYSTEM

WALA employees shall have the right to participate in the District-sponsored Retirement Program. Certificated employees shall have the right to participate in the California State Teachers’ Retirement System and Classified employees shall have the right to participate in the California Public School Retirement System, per Education Code 47605 (b)(5)(k).
ELEMENT 12—PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Pupils who choose not to attend WALA Charter School may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.
ELEMENT 13—EMPLOYEE RIGHTS

Employees of the District who choose to leave the employment of the District to work at the Charter School shall have no automatic rights of return to the District after employment at WALA Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with WALA Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
ELEMENT 14—MANDATORY DISPUTE RESOLUTION

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

Any Dispute between the District and WALA Charter School shall be resolved in accordance with the procedures set forth below:

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

To Charter School: WALA Charter School
c/o School Director

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

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
ELEMENT 15—EXCLUSIVE PUBLIC SCHOOL EMPLOYER

WALA Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, the Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
ELEMENT 16—CHARTER SCHOOL CLOSURE PROCEDURES

REVOCATION OF THE CHARTER

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

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

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

CLOSURE ACTION

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

**CLOSURE PROCEDURES**

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

**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of WALA Charter
School or the LAUSD Board of Education, the governing board of WALA Charter School shall
immediately designate a person or persons responsible for conducting all closure procedures and
activities, and determine how WALA Charter School will fund these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, the Charter School shall send written notice of its
closure to:

1. The CSD, if the Closing Action is an act of WALA Charter School. Note: If the Closure
   Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter
   school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in WALA Charter
   School within 72 hours of the Closure Action. WALA Charter School shall
   simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). WALA Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. The Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. WALA Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, WALA Charter School shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. The Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). WALA Charter shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. WALA Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. The Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. WALA Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence

4. How parents and, legal guardians may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:
1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents, guardians, and students shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which the Charter School shall provide employees with written verification of employment.

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

School and Student Records Retention and Transfer

WALA Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. The Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of the Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.

2. The Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. The Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.

4. WALA Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School must provide to the CSD a copy of student attendance records, teacher grade books, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. The Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

WALA Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

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

WALA Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by WALA Charter School will be the responsibility of WALA Charter School and not LAUSD. WALA Charter School understands and acknowledges that WALA Charter School will cover the outstanding debts or liabilities of WALA Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. WALA Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which WALA Charter School participates, and other categorical funds will be returned to the source of funds.

WALA Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.
For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

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

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

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

WALA Charter School shall retain sufficient staff, as deemed appropriate by the WALA Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.
WALA Charter School’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

WALA Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

Prior to final close-out, WALA Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end WALA Charter School’s right to operate as a charter school or cause WALA Charter School to cease operation. WALA Charter School and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should the Charter School breach any obligation under this Element 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
ADDITIONAL PROVISIONS

FACILITIES

District-Owned Facilities

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

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

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

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

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

Leasing; Licensing: Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities:
(i) Pro Rata Share: LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
(ii) Taxes; Assessments: Generally, the Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

Maintenance & Operations Services: In the event LAUSD agrees to allow the Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities, and the costs incurred in such inspection shall be paid by Charter School.
(i) Co-Location: If the Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and the Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
(ii) Sole Occupant: If the Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections which as the owner of the real property is required to submit, and deferred maintenance, and the Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

Real Property Insurance: Prior to occupancy, the Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if the Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. The Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF the Charter School is co-locating or sharing the LAUSD facility with another user.
Non-District-Owned Facilities

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

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.
**Pest Management:** The Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).

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

**FACILITIES PLAN**

WALA is seeking to occupy classroom space at one of three locations: 1) an approved LACCD/California Community College campus, 2) a local church facility, or 3) a K-12 campus in the Los Angeles Unified School District. WALA will occupy the campus based upon a yearly lease, the terms of which shall be set forth in a separate agreement between WALA and the Los Angeles Unified School District, and the approved facility. As stated earlier, specific approval for the new Academy is being sought from the Los Angeles in hopes that facility usage will be granted. WALA anticipates that County approval will include utilization of ample office space.

If sufficient space is not available at one of these sites, then District approval is requested for a facility modular campus. The facility will be made available to WALA as part of the transformation project and under Proposition 39 regulations. It is desired that the approving District/County will make an official offer of the campus for Fall 2014 or Spring 2013 usage and WALA will accept this facility during the Fall of 2013. Under Proposition 39
regulations, it is requested that the District make the facility available for a period of 4 to 5 years. Should the facility fall through, WALA will pursue facility space at a California Community College (or its adjacent), a K-12 site, or a local church facility, because it is believed that sufficient classroom space exists on one of these campuses.

**INSURANCE**

**Insurance Requirements**

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

It shall be the Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insured’s and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by the Charter School to cover all the Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

**Evidence of Insurance**

The Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:
“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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

Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

**Hold Harmless/Indemnification Provision**

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

**FISCAL MATTERS**

**District Oversight Costs**

The District may charge for the actual costs of oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**

The Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**

In the event that the Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the
Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**

WALA Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- The Charter School is subject to District oversight.

- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of the Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if the Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit the Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of the Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

WALA Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

All inquiries should be made in the first instance to the WALA director, who will address the appropriate individual(s) and any questions raised:

c/o: Dr. Mashairi Muir, Director
W.E.S.T Academic Leadership Academy

(310) 491-4776
(424) 702-5066
chosenoneleadership@gmail.com

In the event that Dr. Muir is unavailable, you may contact our Acting Chief Business Officer at 1WESTACADEMY@gmail.com or (424) 702-5066

The founder and temporary Director, Dr. Muir, is prepared to field all calls.
REFERENCES


Green Dot Public Schools. 2009-2011.


