

Los Angeles Unified School District

Charter School Application

Petition for Conversion to Affiliated Charter

Submitted by Wilbur Charter for Enriched Academics

Final Document Date: March 20, 2012

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LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

LETTER OF INTENT TO APPLY FOR AN AFFILIATED CHARTER SCHOOL

Name of proposed charter school	Wilbur Charter for Enriched Academics		
General location of proposed charter	5213 Crebs Ave, Tarzana CA 91356		
Projected Grade Levels-Year 1	K-5	Projected Grade Levels-Year 5	K-5
Projected Enrollment-Year 1	675	Projected Enrollment-Year 5	700

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Certification:

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

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.

Deborah Plat
PRINT NAME


SIGNATURE

2/23/12
DATE

Introduction

Purpose

The Wilbur Charter for Enriched Academics (Wilbur) community is united in its goal of becoming an affiliated charter school in the Los Angeles Unified School District (LAUSD).

The purpose of the Wilbur Charter for Enriched Academics affiliated charter school petition is:

- First, it will afford us the ability to have greater discretion regarding funding, assessments, and curriculum, specifically tailored to our student population and needs, and to create a school environment of our choice.
- Second, it enables our school community to build on its current strengths, facilitated by the efforts of teachers, students, parents, and business partners.
- Third, it provides a focus through which the school offers a rigorous, enriched education program for a wide range of student needs.
- Finally, an affiliated charter designation will enable us to aggressively implement a curriculum that not only meets but exceeds the minimum academic standards established by the district. The charter school curriculum will incorporate higher-order thinking skills, project-based learning, multiple intelligences, and multimedia literacy across the instructional setting. This multimedia approach to teaching and learning will emphasize communication in all its forms as a key to student success. Through the use of state-of-the-art tools and strategies in the classroom, students will grow in their ability to access information and in their understanding of their place in a global community.

Goals of Wilbur Charter for Enriched Academics

The primary goal of Wilbur Charter for Enriched Academics is to provide every child with a learning experience and innovative instructional program that meets the needs of their academic, cognitive, social and physical development by integrating arts and technology.

- Students will meet or exceed required state standards in all subjects by thinking creatively, critically, logically and artistically.
- Provide academic enrichment through arts and technology; student expression, drama, dance and visual arts.
- Use information technologies to communicate, acquire and promote knowledge and learning.
- Students will read with comprehension, produce quality writing and communicate effectively.

- Every child will meet their potential, becoming effective, independent problem-solvers and responsible citizens.
- Maintain thorough, ongoing communication and articulation with neighboring middle schools and high schools to build a foundation for an outstanding public education.
- Actively engage families in the Tarzana community to take part in opportunities that shape the learning environment and contribute to Wilbur Charter for Enriched Academics success.

Description of the School and it's Community

Wilbur Charter for Enriched Academics is a suburban school located in the San Fernando Valley. We have a heterogeneous mix of ethnicities, religions, economic backgrounds and ability levels. We are part of a large school district. We educate kindergarten through 5th grade students. Additionally, we have a special education Pre-kindergarten program for 3-5 year olds.

Wilbur Charter for Enriched Academics will be located at 5213 Crebs Avenue, in the city of Tarzana, CA. The school is primarily comprised of neighborhood students, with approximately seventy-five students yearly attending on permits, ranging from child-care to parent work permit. Many of the families of children attending Wilbur are doctors, lawyers, professionals, or in the entertainment industry, and own their homes in the neighborhood. Very few apartment buildings or condominiums are within the school's boundaries. Wilbur is located south of Ventura Boulevard, in a very clean, leafy neighborhood. There are numerous activities for families located within a short distance from the school: Tarzana Park, Encino Park, Sunrise Little League, Encino-Tarzana Baseball Field, restaurants, shopping centers, and movie theaters. In the immediate geographic area (two-mile radius) there are five public elementary schools and two charter schools, along with numerous private schools, both traditional and religious.

Although Wilbur is thought of as a neighborhood school, some of our neighborhood students are enrolled at private schools. The school capacity is 850 students, according to the 2011 E-CAST data. The enrollment has fluctuated the past few years, with a high enrollment in 2009-2010 of 708 students, which included two special day classes for grades K-2. For the years 2005 through the current year, the number has stayed around 675, with current enrollment right now of 650. In accordance with the number of neighborhood students, few are on reduced/free lunch; current figures indicate that fifty eight students, or 8.71% of our total population, receive free/reduced lunch.

The racial and ethnic makeup of Wilbur has historically stayed about the same for the last five years. Approximately 81% of our students are White, and the next highest ethnicity is Hispanic, with about 10% of our students falling into that ethnicity. The number of Black and Asian students has stayed about the same over the same period, with an average of 4% for each. There are a few languages spoken at Wilbur, and this has contributed to a rise in number of English Learners over this same time period. The amount of Spanish speakers has stayed relatively the

same, while there has been an increase in Hebrew, Farsi and Armenian speaking students, with a slight decrease in the amount of Russian speaking students.

Wilbur Charter for Enriched Academics has a strong parent support group, Friends of Wilbur, which raises money for many activities at the school, including an up-to-date computer lab and teacher, a well-stocked library and library aide, art, music, and health classes, along with teachers for each class. All classrooms, from kindergarten through fifth grade, are equipped with an interactive white board, which were donated by the Friends of Wilbur. Teachers received training on using the white board to integrate all curricular areas into their daily schedule. This year, teachers received new iPADS to support the new district mandated computerized assessments, and will be trained in various computer programs for classroom use with the iPad. The Friends of Wilbur also donated apparatus for the playground, a sport court in the basketball area, and a beautiful garden which is used daily for literature circles, reading groups, and Boy/Girl Scout events. Wilbur Avenue does have a Parent Center, which is used for meetings and parent trainings.

Our school has a strong school community which works together to promote all aspects of the school. Oftentimes, at Friends of Wilbur events, teachers and administrators can be found working the cash register or spinning the prize wheel. Teachers stay late to work on grading papers and ensuring that their students have a quality education. There is a robust attitude that Wilbur Charter for Enriched Academics is like a private school in the public sector, and the school culture is built from a perspective of a solid reputation of academics and excellence. Parents are welcome to volunteer at any time, and serve on our different Parent Councils. Our School Site Council and English Learner Advisory Council give valuable input, along with the elected teacher representatives, to crucial decisions that impact the school and its students. In 2008, Wilbur Avenue was honored with the California Distinguished School Award, and we continue on a daily basis to uphold the characteristics of that award.

Our intent is to preserve our core population of neighborhood students, while opening our enrollment, as capacity permits, to continually strengthen the already established diversity of the school. We will use our resources to establish ourselves as an innovative center of learning and a vital part of the Tarzana community. Our school will offer a comprehensive, multi-disciplinary curriculum designed to give students the most enriched education possible, preparing students for educational and career success for years to come.

Surrounding Schools Data

LAUSD SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met all Subgroup Growth Target?	API Score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
Calvert	418	No	Year 4	Yes	No	786	3	1	51%	23%	23%	39%	36%	18%
Emelita	413	No	No	Yes	No	846	7	7	54%	17%	24%	47%	38%	9%
Nestle	514	No	No	Yes	Yes	886	8	6	43%	10%	24%	82%	11%	5%
Tarzana	532	No	Year 1	Yes	Yes	815	6	7	68%	8%	25%	43%	31%	15%
Vanalden	462	No	Year 3	Yes	Yes	794	5	3	76%	8%	32%	66%	16%	10%
CHARTER SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met School wide Growth Target?	Met all Subgroup Growth Target?	API Score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
Chime	367	No	No	Yes	Yes	839	6	1	8%	15%	5%	55%	20%	11%
Magnolia	575	No	Year 1	Yes	No	855	8	10	80%	8%	15%	64%	24%	4%

School Information

The name of the charter is Wilbur Charter for Enriched Academics.

The address of the Charter School is 5213 Crebs Avenue, Tarzana, CA 91356.

The phone number of the Charter School is (818) 345-1090.

The contact person for the Charter School is Deborah Plat.

The term of this charter shall be from August 2012 to August 2017.

The grade configuration is Kindergarten through Grade Five.

The number of students in the first year will be 675.

The grade level(s) of the students the first year will be Kindergarten through Grade Five.

The scheduled opening date of the Charter School is August 14, 2012, or on the opening date established by LAUSD.

The admission requirements: The school will follow standard District policy and guidelines on admission.

The operational capacity will be determined by the District.

The instructional calendar will adhere to the District calendar. Students will attend school based on Standard District Calendar to be determined.

The bell schedule for the Charter School will be as follows:

Standard Bell Schedule

7:45 a.m.	Gate opens/Breakfast served
8:01 a.m.	Warning Bell
8:06 a.m.	School Begins
9:50-10:10 a.m.	Kinder Recess
9:45-10:05 a.m.	Grades 3-5 Recess
10:10-10:30 a.m.	Grades 1-2 Recess
11:30-12:10 p.m.	Kinder Lunch
11:50-12:30 p.m.	Grades 3-5 Lunch/Play
12:10-12:50 p.m.	Grades 1-2 Lunch/Play
2:29 p.m.	Dismissal/All Grades

Banking Days- All Grades Dismissed at 1:29 p.m. (Tuesdays only)

Minimum Days-All Grades Dismissed at 12:45 p.m.

Shortened Days-All Grades Dismissed at 1:55 p.m.

Element 1 – Description of the Educational Program

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent and life-long learners.” Ed Code § 7605(b)(5)(A).

Element 1 – The Educational Program

Mission statement: Wilbur Charter for Enriched Academics seeks to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. We believe learning is a collaborative effort based on utilizing our resources effectively and maximized when it takes place in an environment enriched with support, encouragement and assistance of staff, parents and community. We are committed to providing a broad base of learning experiences that will assist our students in achieving their greatest potential while adapting and adjusting to a diverse and ever-changing society. We are committed to nurturing high self-esteem and respect for others. We believe that everyone can learn to become better thinkers and independent learners.

An Educated Person in the 21st Century

An Educated person in the 21st century is able to use multiple learning modalities, to integrate subject matter across the curriculum, to develop a life-long love of learning that utilizes problem-solving and life skills, to think critically about information, to solve novel problems. A learner communicates and collaborates, uses inquiry process, adapts to change, creates new products and processes, communicates with clarity, displays intellectual and creative curiosity, seeks multiple perspectives. Educated people accept and appreciate cultural and individual differences and show awareness of the outside world. They cultivate healthy peer and adult relationships. Such individuals should be able to self-evaluate, take risks and accept responsibility. An educated person utilizes technology in all areas of curriculum, enhances learning through multiple intelligences, and applies knowledge to the real-world and self-expression through the arts.

How Learning Best Occurs

The staff at Wilbur Charter for Enriched Academics believes that learning best occurs under specific conditions. We have a strong belief in the theories of Ian Jukes, a contemporary educational researcher. “For effective learning to take place, for test scores to go up, for learning beyond the test to occur, four things must be consistently addressed. First (context), the new material must have meaning for the learner. Second (relevance), the teacher needs to understand what knowledge and previous experiences students are bringing into the classroom. Third (differentiation), students must be provided with repeated opportunities to practice and use what they’ve learned. And finally (evaluation), students must be provided with regular and meaningful feedback and reinforcement.” *Understanding Digital Kids: Teaching and Learning in the New Digital Landscape*. 2006, Ian Jukes.

We provide classrooms that have safe, nurturing, literature-rich environments, where there is a mixture of whole class and small group instruction that encourages collaborative learning. Teachers offer engaging, relevant activities that are inquiry-based. Classrooms are supported with proper tools and materials, including up-to-date technology. Learning experiences are created to accommodate multiple intelligences. Classrooms respect individual learning styles and pursue novel approaches to learning. Wilbur Charter for Enriched Academics recognizes the importance for education to be a partnership between home, school and community. Parents and community volunteers are an integral part of our educational program.

Typical Day

Approaching the front gates of Wilbur Charter for Enriched Academics the first thing one will see is a well-maintained campus and inviting environment. The front of the auditorium is adorned with student and teacher tile artwork. Throughout the campus, colorful murals are visible that depict interpretations of school and community history, healthy choices and inspirational messages. The expansive, tree-rimmed playground contains a large, grassy area, modern sports court and state-of-the-art apparatus area, open to all students. The outdoor garden classroom is decorated with children’s figures painted for Earth Day and a shaded eating area. Graduating classes have provided cozy seating areas for outdoor educational opportunities. Throughout the day, one could see the campus used for assemblies, small group reading activities, physical education, art, or gardening. Students may be conducting research in the well-stocked library, painting in the art room, conducting experiments in the science lab, creating PowerPoint presentations in the computer lab, may be participating in lessons on the interactive white board found in every classroom or singing in the Music studio.

Typical Day at Wilbur Charter

Activity Time Block	Description Structure & Strategies	Integrated Opportunities for Program Enrichment	Outcomes
Morning Routine Announcements 8:06-8:15 a.m.		<ul style="list-style-type: none"> • Flag Salute • Student Council Announcements • Principal Announcements 	<ul style="list-style-type: none"> • Engage all community members in one setting, consistently • Opportunity to celebrate

			achievements <ul style="list-style-type: none"> • Venue to dispense critical information (such as upcoming events, assembly times, etc)
Language Arts Block 8:15-10:10 a.m.	<ul style="list-style-type: none"> • Teaching Standards-based content in flexible groups, using Treasures Adopted Reading Program • Departmentalized teaching • Direct Teaching • Team teaching 	<ul style="list-style-type: none"> • Cooperative Grouping • Differentiated curriculum for different learning groups • Literature circles • Flexible grouping • Hands-on Inquiry based instruction 	<ul style="list-style-type: none"> • Provide an engaging and stimulating environment for every student • Effective writing and speaking skills • Cross disciplinary projects as means to enhance critical thinking • Cross disciplinary learning through the use of technology to enhance writing projects, such as Google Docs and PowerPoint • Students reach Benchmark, Proficient, or Advanced on district, state, and teacher generated assessments • Intervention provided for students who are not at grade level
Universal Access Time 10:30-11:15 a.m.	<ul style="list-style-type: none"> • Writing Extensions • Differentiation • (GATE, ELL) 	<ul style="list-style-type: none"> • Library time (all day) • Computer Lab (all day) • Music (all day) • Art (all day) 	<ul style="list-style-type: none"> • Grade level reading • Critical writing skills
Mathematics Block 11:15-12:10 p.m.	<ul style="list-style-type: none"> • Standards-based 	<ul style="list-style-type: none"> • Cooperative 	<ul style="list-style-type: none"> • Students reach

	<p>content in flexible groups, using Harcourt School Math, Adopted Math Program</p> <ul style="list-style-type: none"> • Departmentalized instruction • Intervention and Re-Teach • Use of manipulatives 	<p>Grouping</p> <ul style="list-style-type: none"> • Differentiated curriculum for different learning groups • Flexible grouping • Hands-on Inquiry based instruction 	<p>Benchmark, Proficient, or Advanced on district, state, and teacher-generated assessments</p> <ul style="list-style-type: none"> • Intervention provided for students who are not at grade level
<p>Lunch 11:50-12:50 p.m.</p>	<p>Silent Reading</p>	<p>Class Library time</p>	
<p>Social Studies, ELD, Science, Health, Art, Physical Education Block 12:30-2:29 p.m.</p>	<ul style="list-style-type: none"> • Standards-based curriculum in all subjects • Interactive and/or hands-on modalities to illustrate abstract concepts • Rotation in upper grades to allow for more concentrated teaching 	<ul style="list-style-type: none"> • State and district standards-based curriculum • Hands-on science lab • Science notebooks • Simulations • Individual and/or group projects • Exhibits Presentations and assemblies • Expert visits and field trips 	<ul style="list-style-type: none"> • Students gain understanding through inquiry • Cooperative learning
<p>Dismissal 2:29 p.m.</p>			
<p>After school programs 2:29 - 6:00 p.m.</p> <p>Integrated Enrichment</p>			

Instructional Program and Curriculum

Instructional Framework

Wilbur Charter for Enriched Academics follows the California State Standards and frameworks for instruction in language arts, mathematics, science, social studies, visual and performing arts, technology and physical education. The curriculum will meet all state and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted multi-cultural population are best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. Systematic direct-instruction, guided practice and the application of skills through an expansive reading selection, ensures that all students are exposed to District-mandated standards. Subsequently, addressing multiple intelligences through the use of experiential and open-ended, inquiry-based learning produces self-motivated and well-balanced learners. We believe that integrating these modalities will help our students to become analytical as well as creative thinkers contributing to our ever-changing society.

Teaching Methodologies

The teachers of Wilbur Charter for Enriched Academics will use current research and student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade level. Standard methodologies include:

- Academic rigor – Our methodologies encourage students to gain a deep conceptual understanding of topics or concepts and maintain a high level of engagement of the learning process.
- Clear Expectations – Teachers explicitly define and articulate the state standards in student friendly language. Descriptive criteria and models of work that elaborate these standards are displayed in every classroom, as well as, in the Daily Instructional Focus.
- Direct Instruction – Teachers provide strategically planned direct instruction using multimedia and multiple modality techniques appropriate to the developmental needs of their students to teach standards based lessons.
- Guided & Independent Practice – Teachers provide students with appropriate time to be successful at demonstrating their understanding of the concepts or skills being taught.
- Collaborative Groupings – Teachers create flexible small groups in order for students to interact with their peers on various levels. Students share their thinking processes to

maximize learning. Cooperative groups promote diverse perspectives, student-centered learning and teamwork. This allows teachers to make observations and assess students while facilitating their work.

- Small Group Instruction – Teachers create small groups to target students who need extra instructional time as well as preview and review. Differentiated Instruction – Teachers provide lessons and assignments within the core curriculum that allow students to perform at or beyond their academic levels while maintaining or exceeding state standards.
- Higher-Level Thinking – To prepare students for the future, we believe our task is to help them develop the critical reasoning skills that will enable them to think flexibly, solve complex problems and make sense of their place in the world around them. We encourage our students to move beyond the lower levels of Bloom’s taxonomy to the more sophisticated levels of analyzing, evaluating and creating.
- Integration of the Arts – The Arts are a key component of our school. Teachers use drama, dance, music and visual arts to enhance and deepen the learning experience across the curriculum.
- Integration of Technology – Technology is embedded in all facets of our curriculum to broaden our students’ understanding of the digital world.
- Experiential Learning – Teachers create opportunities for exploration of the major concepts through direct experiences and primary sources. Students relate to the curriculum through plays, field trips, labs, simulations and experiments. It is through these activities that students process, analyze and conceptualize the curriculum.
- Criteria Charts and Rubrics – These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Students are able to understand and self-evaluate their own work and learning as they progress toward rigorous standards. This allows teachers to give effective feedback to the students.

Adhering to the proposed instructional framework and teaching methodologies ensures Wilbur Charter for Enriched Academics instructors can successfully meet the needs of all students which

include these subgroups: GATE, Special Education, English Language Learners, Under-Achieving/Non Proficient, General Education and the Socio-Economically Disadvantaged.

Scope and Sequence

All California State Standards will be addressed with cross grade-level planning so students receive consistent instruction.

Language Arts

- A rigorous curriculum that exceeds the state content standards for language arts K-5 disciplines
- Develop critical reading skills
- Support reading using the MacMillan/McGraw-Hill *California Treasures* Program
- Enhance reading using Literature Circles and Core Literature
- Critique, justify and theorize in compositions and writing across disciplines
- Implement a school-wide writing program to focus on writing across the curriculum using graphic organizers and grade level writing prompts and vocabulary development
- Develop storytelling, oral language, drama performance skills and active listening skills
- Use technology as a tool for presentations, project exhibits and interactive documents such as Google docs

Mathematics

- A rigorous curriculum that exceeds the state content standards for mathematics
- Develop students' mathematic proficiency by applying mathematical thinking and computational skills to real world experiences
- Use *Harcourt School Math* program supplemented by Marilyn Burns and Marcy Cook enrichment programs
- Recognize relevant information and review applications by checking work
- Discern operations necessary to solve word problems
- Utilize math manipulatives and digital mediums to construct and strengthen understanding of concepts
- Connect math across disciplines
- Develop students' skills using tools and technology

Science

- A rigorous curriculum that exceeds the state content standards for science
- Propose and develop experiments utilizing the scientific method
- Use hands-on experiments to further research and prove or disprove hypotheses
- Theorize and view other subjects such as music, art, technology and theory as a scientist
- Use the Inquiry-based science instructional program, *FOSS*
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels

History and Social Studies

- A rigorous curriculum that exceeds the state content standards for history and social studies
- Comprehend their world by studying communities, cities, states and countries in terms of geography and history
- Develop big ideas by finding parallels and patterns relating to time periods
- Interpret information to draw conclusions and understand cause and effect
- Gain first-hand experiences by role-playing and using interactive units
- Research their own personal histories, heritage, culture, family trees and traditions supported through field trips, research projects and school-wide events
- Use technology to research geography, economics, cultures, traditions, languages and other societies

Technology

- A rigorous curriculum that exceeds the state content standards for technology
- Demonstrate written expression through keyboarding skills, word processing, PowerPoint presentations, comic bookmaking, excel spreadsheets and Google docs
- Explore artistic applications appropriate to grade level with programs such as PowerPoint, Kid Pix and Windows Movie Maker
- Teach children to become critical consumers of information obtained from the Internet using a variety of internet resources
- Utilize educational online videos to enhance specific curricular concepts

- All classrooms are equipped with interactive whiteboards and internet capabilities providing access to digital sources of information relevant to studies

Art

- A rigorous curriculum that exceeds the state content standards for the arts
- Seasonal showcase opportunities for artistic expression
- Art is integrated across the curriculum
- Create, look, develop an awareness of the Arts in their everyday lives
- Use a variety of materials to help facilitate personal expression
- Help children learn to say what cannot be said

Health and Physical Education

- A rigorous curriculum that exceeds the state content standards for Health and Physical Education
- Learn and apply concepts of good physical, social and emotional health, including nutrition and substance abuse awareness
- Enhance the concepts of team sports and good sportsmanship
- Preparation for Presidential Physical Fitness exam
- Develop small and large motor skills
- Expand an awareness of safety

Enrichment

Enrichment programs are fully incorporated into the grade-level curriculum to meet and exceed the established California Content Standards. Qualified specialists, including credentialed teachers, are hired to teach these programs, which include dance, music, art, drama, library and computer lab. These programs are accessible to all students. School wide enrichment activities include the Winter Holiday Program, Spring Dance, monthly spirit day assemblies, Earth Day celebration, Wilbur on the Move, Reading buddies, Book Fair, Pajama-Rama, Spring Fling, Movie night, Pancake breakfast, Student council, community outreach programs such as UNICEF, Kickit for Cancer, and local recycling efforts.

Kindergarten

Welcome picnic, Reader's theatre, Read Across America, 100 day celebration, Holiday feasts, local farm field trips, cooking, plays and performances, Field trip to Theater West, and teaching concepts with music

First grade

Zoo and California Science Center field trips, community partnerships, collaboration with Portola Middle School drama class, Math/Science Day, 100 Day Celebration, and Flat Stanley Travel Project

Second grade

Natural History and Getty Museum field trips, Retirement community visitations, poetry/plays, Ancestor Fair and Classroom-to-classroom mail delivery project

Third grade

Young Author's Night in cooperation with the public library, multi-cultural keynote speakers, guide dog presentation, Field trips to Malibu Lagoon and Science Center, guitar and recorder music programs

Fourth grade

Field trips to Riley's farm, Leonis Adobe, Santa Barbara Mission and Natural History Museum, Departmentalization

Fifth grade

Departmentalization, history plays, science carnival, checkbook incentive program, Sports field day, Field trips to Pali Camp, House of Blues, Amazing Race, International printing museum assembly, The Great Snail Mail Race, Culmination talent show

Needs of the Targeted Student Population

Wilbur Charter for Enriched Academics for Enriched Studies will address the needs of the entire student population by meeting and exceeding the state's standards. Teachers will, through differentiated instruction, utilize a variety of instructional programs appropriate to the needs of the charter's population.

- **General Educational Population** Teachers will provide instruction that meets and exceeds the state standards and benchmarks. We will address our students' needs by providing

rigorous academic coursework, differentiated lessons and using different modalities to insure student understanding.

- **Gifted and Talented Students** Teachers will provide **GATE** students with differentiated lessons and assignments that will encourage the students to strengthen their cognitive thinking skills. They will be asked to demonstrate their comprehension and thorough knowledge of each subject by defining, describing and identifying what they have learned through analysis and synthesis of this information.
- **English Language Learners** Teachers will use the ELD component of the district approved reading program. Teachers use recommended SDAIE strategies to improve fluency and literacy. We will reclassify all students as they meet district criteria.
- **Underachieving Students** will be identified through data and assessment and provided intervention during independent work time in the classroom and after school. In addition, teachers collaborate with intervention teachers, paraprofessionals and parents to target specific weaknesses in academic areas.
- **Socioeconomically Disadvantaged Students** All students, no matter their economic status, are given equal opportunity and tools for learning.
- **Special Education Students**

Special Education Program

The district shall continue to serve the needs of special education students enrolled in the affiliated Charter Schools in the same manner as at any other public school of the District and shall be responsible for meeting all the requirements of the Modified Consent Decree.

Modified Consent Decree Requirements

All Charter Schools chartered by the Los Angeles Unified School District Governing Board is bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith Decree* and the other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statically 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 IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from Charter Schools that are not connected to the District's current Student Information Systems are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and as follows:

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

Wilbur Charter for Enriched Academics currently uses the Integrated Student Information System as required by the MCD.

Conversion Affiliated Charter

1. Charter School Special Education Responsibilities

a. General Requirements

Wilbur Charter for Enriched Academics will adhere to the provisions of the IDEA and California Special Education Laws and regulations to assure that all students with disabilities are accorded a free appropriate education. Wilbur Charter for Enriched Academics will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment on the basis of their special education status.

Wilbur Charter for Enriched Academics will comply with section 504 of the Federal Rehabilitation Act, The Americans with Disabilities Act and all Office of Civil Rights mandates, for students enrolled in Wilbur Charter for Enriched Academics.

Wilbur Charter for Enriched Academics will adhere to the requirements of the Chanda Smith Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents, information, participate in reviews and attend informational sessions at the District's request.

Wilbur Charter for Enriched Academics will use District forms to develop, maintain and review assessments and Individualized Education Programs (IEP) in the format required by the District and will enter accurate assessment and IEP data into the District's designated system in accordance with LAUSD policies and procedures.

Wilbur Charter for Enriched Academics will maintain copies of the assessments and IEP materials for District review. Wilbur Charter for Enriched Academics will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEP's in a

timely manner as necessary to comply with State and Federal and Modified Consent Decree requirements.

Wilbur Charter for Enriched Academics shall keep daily attendance for each student, which shall be reported and certified according to District policies and procedures.

Wilbur Charter for Enriched Academics will participate in the state quality assurance process for special education (i.e. Verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards and the local plan). Wilbur Charter for Enriched Academics will participate in internal validation review (DVR).

Wilbur Charter for Enriched Academics is responsible for the management of its personnel, programs and services. Wilbur Charter for Enriched Academics will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

Wilbur Charter for Enriched Academics will implement the programs and services, including providing related services, required by the IEP's of the students enrolled at Wilbur Charter for Enriched Academics.

b. Transferring Students

For students transferring to Wilbur Charter for Enriched Academics from District schools or District affiliated charter schools, Wilbur Charter for Enriched Academics will provide those related services required by the students' IEP immediately upon the students' enrollment.

For students transferring to Wilbur Charter for Enriched Academics from other school districts, Wilbur Charter for Enriched Academics shall provide related services required by the students' IEPs upon the students' enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the students' enrollment in accordance with state and federal law.

c. Assessments

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

Upon a parent's request for assessment, Wilbur Charter for Enriched Academics will convene a meeting to review and the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If Wilbur Charter for Enriched Academics determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within

15 days of the request. If Wilbur Charter for Enriched Academics concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services.

Assessments will be conducted, within legal timelines, after receiving the parents' written consent. Wilbur Charter for Enriched Academics shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility and (if eligible) specify special education instruction and services. Wilbur Charter for Enriched Academics will make decisions regarding eligibility, goals, program, placement and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

In the event that Wilbur Charter for Enriched Academics is unable to provide an appropriate placement or services for a student with special needs, Wilbur Charter for Enriched Academics will contact the District to discuss placement and service alternatives. Charter schools are expected to provide services to all enrolled students with disabilities (mild to severe). If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity, Wilbur Charter for Enriched Academics will be fully responsible for the quality of the program and for any costs incurred for such a placement.

e. Least Restrictive Environment

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

f. Staffing Requirements

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

Wilbur Charter for Enriched Academics will maintain responsibility for monitoring progress towards IEP goals for the student with special needs.

g. Student Discipline/Inclusion

Wilbur Charter for Enriched Academics will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of

students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, Wilbur Charter for Enriched Academics will convene a manifestation determination IEP that includes District representation as set forth in *The District's Policies and Procedures Manual*. Wilbur Charter for Enriched Academics will collect data pertaining to the number of special education students suspended or expelled.

Wilbur Charter for Enriched Academics is committed to achieving population balance that includes students with disabilities. The current District-wide average percentage of students with disabilities is 10-13%. Wilbur Charter for Enriched Academics may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will provide the Charter with MCD reports indicating range of services and number of students served at individual Charter Schools. We will continue to support our special education Pre-K programs.

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

Wilbur Charter for Enriched Academics will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for charter school students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws. Wilbur Charter for Enriched Academics will contribute their fair share of SELPA-wide unfunded special education costs from their general purpose block grant monies.

5. District Responsibilities Relating to Charter School Special Education Program

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

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to Wilbur Charter for Enriched Academics staff.

Evidence That the Proposed Instructional Program Will be Successful with the Charter's Targeted Population

- Evidence shows that the proposed instructional program will be successful with Wilbur Charter for Enriched Academics School's targeted population based upon data relating to our current instructional program and that we maintain a high level of achievement with our student population.
- With a focus on best practices in regards to the instructional program, Wilbur Charter for Enriched Academics API has met district goals for improvement for the past five years. The API for 2010-2011 was 917. Over the past five years, our API has ranged from 884 to 917. That is one piece of evidence of our proven successful and rigorous instructional program.
- Each year, teachers have offered a challenging daily program of standards-based and differentiated instruction to give our students an opportunity to meet and exceed their levels of proficiency.
- In 2010-2011 school, year thirty-one percent of our English Language Learners were reclassified. Teachers are now utilizing the ELD component embedded in the district-mandated Treasures reading program, ongoing assessments, collaboration, and team-teaching approaches to ensure our ELL students progress in a solid foundation of reading, writing, listening and speaking.
- Wilbur Charter for Enriched Academics School has met and in some cases exceeded district mandates for Special Education, including the Modified Consent Decree. All teachers, with direction from administration, adhere to each individual student's IEP, as well as conduct SSTs (Student Success Teams) for students who are unsatisfactory in academics, work habits, or behavior. SST meetings recognize the RTI approach, in terms of assisting teachers to attempt a hierarchy of intervention strategies with the goal of enabling struggling students to meet grade-level standards. Wilbur's fall 2011 District Validation Review (DVR) score ranged from 85% to 100% on most of the twelve indicators. This indication shows that our Special Education teams are meeting the needs of special education students.
- We are dedicated to identifying and addressing the needs of our gifted and talented and high achieving population by incorporating experiential learning and differentiated planning into daily instruction. As a result, our 20% GATE population is higher in comparison to the district's norm of 6%.

An integral part of Wilbur Charter for Enriched Academics' instructional program is dedicated to providing enriching experiences throughout the core curriculum. Wilbur Charter for Enriched

Academics teaching staff, together with professional experts in science, language arts, math, social studies, the arts and technology infuses excitement, motivation and high interest into the learning experiences of each and every child at school regardless of a child's learning profile. Project-based learning will play an enormous role in the success of the targeted population.

Textbooks or Other Instructional Resources

- *California Treasures*, Language Arts Program
- *California Triumphs*, Language Arts Intervention
- *Harcourt School Math*, 2009
- *Scott-Foresman History/Social Science for California*
- *Full Option Science System* (FOSS)
- *McMillan/McGraw-Hill Health and Wellness*
- *DLM for Pre-School*
- *Math Their Way*
- Icons of Depth and Complexity (Kaplan)
- Pillars of Character
- Thinking Maps
- Marcy Cook, Marilyn Burns Math Resources
- McCracken Language Arts (Phonics)
- Brainpop
- Internet Web Sources

Teacher Recruitment

Teachers will be recruited in accordance with District policy, procedures, and collective bargaining agreements. Teacher will be asked to submit an application and resume in accordance with Personnel Commission and District policies.

Ongoing Professional Development

Professional Development will be an ongoing component of Wilbur Charter for Enriched Academics and an effective tool used to design the curricular needs of our students and teachers. Professional development issues, ideas and products will be driven by the students and staff needs that are surveyed at the beginning of each school year, then forwarded to the Governance Council. Wilbur Charter for Enriched Academics professional development program will be subject to the approval, implementation and scheduling by the teaching staff. In addition, Wilbur Charter for Enriched Academics will participate in both site level and district professional development activities.

Academic Calendar/Sample Daily Schedule

Wilbur Charter for Enriched Academics will follow the traditional academic calendar set forth by the Los Angeles Unified School District utilizing block scheduling. Enrichment is

incorporated across the curriculum throughout the daily schedule. Please also refer to Typical Day Chart on Page 10 of this petition.

While adhering to the number of state-mandated instructional minutes, we would like the flexibility to combine our professional development time into larger blocks. These professional developments would be used at our discretion for the implementation of new instructional programs to better serve the needs of our student population.

Instructional Program Implementation Plan

English Language Learners (including reclassification)

Teachers will use the ELD components of *California Treasures*. Students will be given opportunities to perform their comprehension of the content in a format that exhibits their understanding of the lesson. Wilbur Charter for Enriched Academics' goals are to help English learners to:

- Achieve academic proficiency in all dimensions of the English language.
- Attain academic achievement in all subject areas and reclassify.
- Develop a positive self-image.
- Function and communicate effectively in a multicultural society.

We have set a goal of moving students up a minimum of one English language development level each year. Our classrooms containing ELL students will dedicate classroom time every day for English language instruction with a focus on writing and will systematically monitor and support our student's progress. To ensure that our teaching staff has the knowledge and skills to address the needs of English learners in core content areas, the principal will verify that teachers are taking advantage of professional development opportunities that are provided by LAUSD.

Socioeconomically disadvantaged students

Wilbur Charter for Enriched Academics will ensure all students are provided with the necessary tools to succeed academically.

Gifted students

Teachers will provide GATE students with differentiated lessons and assignments that will encourage these students to strengthen their cognitive skills. They will be asked to demonstrate their comprehension and knowledge of each subject by defining, describing and identifying what they have learned through analysis and synthesis of information. Additionally, the students will present an outcome, whether verbal, written, art-based or technology-based at their appropriate academic level.

Underachieving students

Underachieving and below grade level learners will be provided intervention during school, Universal Access Time (UAT), and after-school. Progress monitoring will be used to address their specific weaknesses in achievement. Our goal is to have our students reach the proficient level.

Students with disabilities

All of our current students with disabilities are placed in our General Ed classrooms. Special Education students are served by their General Education teacher in collaboration with our Resource Specialist. All accommodations, as per a student's IEP, will be implemented.

Timeline for Implementation

The academic program outlined in Element 1 will be implemented in the 2012-2013 school year if affiliate charter status is granted before the commencement of the school year.

Element 2 – Measurable Student Outcomes

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605(b) 5(B)

Our Vision for Student Outcomes

Wilbur Charter for Enriched Academics’ curriculum will include an integrated, inquiry-based K-5 curriculum aligned with California state and national standards in the core areas of language arts, science, math, social studies, arts and technology. Cross-curricular, project-based learning will be enhanced using technology, music, art, theater and dance instruction. There will be a strong emphasis on hands-on learning.

- **Standards are Essential:** California State Standards serve as a guide for what students should learn at grade levels and are a crucial aspect of making sure we are meeting the academic needs of all students.
- **Challenging Curriculum:** Gifted State Standards allow us to access a rigorous curriculum that is aligned with our state standards. The goal of Wilbur Charter for Enriched Academics is to provide a challenging curriculum that will not only meet but will exceed the minimum thresholds established by the District and the State.
- **Qualified Instructors:** Teachers are held to high standards and our well-versed in pedagogy methodology. Strategies for significant and on-going teacher professional development using the selected curricula will be included in the Wilbur Charter for Enriched Academics program.

Desired Outcomes of the School’s Instructional Program

- **Language Arts:** Students will be able to read, write, listen and communicate effectively. Students will be able to incorporate the language of the discipline and give concrete examples when writing and speaking. Furthermore, they will actively read and listen and be able to locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations.
- **Mathematics:** Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebra. Students will also create their own real-world word problems to gain further understanding of the applications of math.
- **Science:** Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as physical, life and Earth. Students will formulate hypotheses and write experiments utilizing the scientific method as they engage in hands-on critical thinking experiments.
- **History and Social Studies:** Students will demonstrate an understanding of culture, diversity and world view, recognizing the similarities and differences reflected in various personal, cultural, racial and ethnic perspectives. They will demonstrate an understanding of the rights, origins and functions of government.

- **Technology:** Students will use word processing, video recording, photography and other applications. Students will be familiar with various applications to accomplish goals in all other disciplines such as spreadsheets (Excel), Google Docs, Windows Movie Maker, Microsoft Office Picture Manager, PowerPoint and web-based programs. Students will understand the use of current technology and its real-world applications.
- **Arts:** Students will develop knowledge of and appreciation for the arts such as music, visual arts, theatre and dance. This will be promoted through an academic curriculum intertwined with enrichment instruction by specialists.
- **Physical Education and Health:** Students will build a healthy and balanced body and mind through various sport activities/drills that follow the physical education standards with dedicated time for psychomotor skills development.

Cultivating Lifelong Learners

Students at Wilbur Charter for Enriched Academics will develop lifelong learning skills and interpersonal skills, which include:

- **Leadership, Collaboration and Cooperation:** Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level.
- **Goal Setting:** Students will learn to set their own short-term and long-term academic goals in keeping with their abilities and based on a high level of expectation inherent in the school community.
- **Critical Thinking and Problem-Solving:** Students will learn to be effective problem-solvers and will develop critical-thinking skills.
- **Self-Discipline:** Students will learn to control their behavior at all times and will respect and uphold the values of the community.
- **Citizenship:** Students will learn and practice their civic rights and responsibilities and will have an appreciation of their impact on the immediate community and the larger world.

Specific and Realistic Achievement Targets

Wilbur Charter for Enriched Academics has enjoyed consistent growth in its API score over the last five years. In 2013, Wilbur Charter for Enriched Academics' goal will be to maintain our API score of 917 or higher.

Year	API Score
2007	907
2008	885
2009	896
2010	884
2011	917

Wilbur Charter for Enriched Academics met the AYP criteria in 2011 in all applicable areas. In 2012-2013 we will continue to strive to meet all annual measureable objectives. In terms of the

number of students scoring proficient or advanced, the school's goal is to exceed the target benchmarks established by the State for the significant subgroups. In the 2011 school year, the target under the NCLBA was 67.6% for ELA and 68.5% for Math.

Frequency and Methods by which Students are Assessed

Wilbur Charter for Enriched Academics believes that assessment is ongoing and affords teachers an opportunity to develop daily lessons that meet the needs of all students based on their delineated strengths and weaknesses. As mandated by No Child Left Behind, we are committed to ensuring that each child reaches his or her proficiency level in the areas of language arts and mathematics.

Prior to the new school year beginning, each teacher receives a class list of their incoming pupils. We analyze their data from the prior year and formulate an instructional agenda based on the perceived needs of each student.

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

Standardized assessments may include, but are not limited to: CST (yearly), CELDT (yearly), DIBELS (three times a year), district Quarterly Literacy and Math Assessments (three times a year) and district Science Assessments (fourth and fifth grade three times a year). These assessments give teachers a common measure of student performance. Teachers and administrators can make decisions regarding instructional programming based on how students are performing in relation to other students who take the same test. For students not meeting benchmarks from K-3 in literacy, teachers will Progress Monitor in accordance with DIBELS strategies.

Authentic assessments are ongoing and can better evaluate the child over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios, journals, work samples, homework, teacher generated tests, teacher observations, checklists, anecdotal records, Publisher provided criterion-referenced tests and projects. Also known as performance assessments, they allow for meaningful application of essential knowledge and skills.

In conjunction with standardized and authentic assessments, teachers will also use daily information assessments from observations, weekly quizzes, tests, classwork and project assignments to help identify immediate areas of concern and to guide instruction.

Periodic Assessments

Wilbur Charter for Enriched Academics shall determine their development, implementation or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. Wilbur Charter for Enriched Academics may choose to use District

assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District.

Element 3 – Means to Assess Student Progress

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

Student outcomes are measured through diagnostic, formative and summative data. Teachers begin each year by assessing student skills through a combination of teacher created materials, LAUSD materials and commercially available materials. The results are evaluated by the classroom teachers during grade level meetings, analyzed with emphasis on the grade level standards, and performance on the CST. Teachers use these results as a way to map the curriculum units for the upcoming school year. Student progress is evaluated three times per year on the progress report. In an effort to have all students become successful, the principal will compile a list of students at risk, or scoring Basic, Below Basic, or Far Below Basic. This list will be used by teachers to assist in team planning during grade level meetings, to help support student learning, to refer students for intervention and to be a guide in monitoring progress throughout the student elementary experience.

Benchmark assessments are used to assess student progress at varying intervals. District materials, additional teacher created and commercially published unit tests are used to monitor student achievement and to inform instructional practice at the completion of individual units. Results of these assessments, possible interventions and re-teaching topics are discussed at grade level meetings.

Assessment data will be used to inform instruction and professional development on an ongoing basis. The curriculum committee is directly involved with the administration, and the leadership committee to identify and align curriculum materials, instructional materials, interventions, and periodic and formative assessments aimed at meeting the California Standards in each subject area. The Governing Council will also monitor the success of programs and utilization of resources based on data to inform decisions for school improvement and school needs. Working together in a yearly process of review and revision, the educators of Wilbur Charter for Enriched Academics will ensure their efforts are focused on data driven instruction. As part of this process, Wilbur Charter for Enriched Academics will consider new texts and program adoptions of LAUSD along with its own in identifying how best to meet the unique and changing needs of our students. This will include participating in District trainings and in-services and the use of District instructional guides, and periodic assessments as determined by Wilbur Charter for Enriched Academics. The Local District Superintendent in cooperation with Wilbur’s Governance Council will decide the degree, extent, and nature of implementation of new District adoptions and periodic assessments.

How Data will be Used

Wilbur Charter for Enriched Academics values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school’s progress, and to establish future goals and intervention. Specific examples of this include:

- Teachers and administration evaluate data from assessments, such as California Standards Test (CST), California English Development Test (CELDT), District-adopted reading program Assessments/Fluency, DIBELS, District Quarterly Math Assessments, District Science Assessments for Grades four and five, and teacher created assessments monthly, in order to meet each student's education needs. Data is used to identify and prioritize professional development priorities as well as topics for discussion during grade-level planning.
- District assessment results and authentic assessments are communicated to parents throughout the school year in a variety of ways, for example, email communications, weekly progress reports, and online grade books. Formal progress is reported to parents three times annually using the LAUSD progress report. Parent conferences are held for the first reporting period.
- MYDATA is available to all teachers for immediate access to grades, scores and attendance. Instantaneous access to this information provides all teachers the ability to monitor student performance and academic growth. In addition, intervention can take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective Professional Development program on an ongoing basis. Basic, Below Basic and Far Below Basic students will be targeted using the information on CST and periodic district assessment results. These results and data analysis will also help teachers to create focused units on areas of need and cluster students to receive extra help.

Grading Policy

We will adhere to the District Grading System of 1-4, to indicate approaching proficiency status, inconsistent proficiency, proficiency and students who are working above the standard.

Testing

Wilbur Charter for Enriched Academics agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Wilbur Charter for Enriched Academics will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

Element 4 – Governance

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

Petition for Affiliated Charter Status

Wilbur Avenue is an elementary school, grades K-5 that proposes to be converted to an Affiliated Charter within the Los Angeles Unified School District and to be known as Wilbur Charter for Enriched Academics. As an Affiliated Charter, Wilbur Charter for Enriched Academics shall follow all established LAUSD policies and guidelines.

Wilbur Charter for Enriched Academics Governance Council

Wilbur Charter for Enriched Academics is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Wilbur Charter for Enriched Academics. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements. Any governance model in conflict with the above shall be null and void unless the appropriated parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local school Leadership Council composition and responsibilities.

In the event that Wilbur Charter for Enriched Academics changes from affiliated charter status to independent charter status, Wilbur Charter for Enriched Academics and/or its non-profit corporation will be a separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If Wilbur Charter for Enriched Academics changes its status to an independent charter school, Wilbur Charter for Enriched Academics shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

Wilbur Charter for Enriched Academics shall maintain a Governance Council that will be the chief site-based decision-making body for the school under the authority of the Local District Superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education. The Governance Council shall be governed in its operations and its actions by the charter petition and the Bylaws of the Governance Council of Wilbur Charter for Enriched Academics which can be revised as approved by LAUSD.

The Governance Council shall meet at least once a month during the traditional school year to discuss policy and make decisions on the direction for the school. All teachers, parents, and community members are encouraged to attend council meetings. Subject to LAUSD policies and procedures, the Council shall have authority for aspects of its operation including, but not limited to the development and implementation of policies related to curriculum, personnel consistent with District policies and procedures and collective bargaining agreements, professional development, categorical block grant budget and finance, implementation of admissions, site-level scheduling, community relations, classroom usage (within District policy), use of the school site (within District policy), safety, discipline, charter revision subject to District

approval, dispute resolution (within District policy), appointment of school representatives to external organizations, and interactions with LAUSD. It will be the Governance Council's outlined in this charter.

Process which Ensures Staff, Student and Other Stakeholder Involvement

Parents play a very active role in our school, and the success of Wilbur Charter for Enriched Academics depends upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at Wilbur Charter for Enriched Academics their participation will help to fulfill our promise of an enriched educational experience for all children. At least one elected parent representative will serve on each of the school's governing and executive committees including but not limited to assessment/data, core curriculum, technology, enrichment, budget and funding, and outside funding/community outreach. Friends of Wilbur, our parent booster club, holds monthly parent meetings where they elect their own officers and representatives and where they set goals for their participation.

School Governance

Involvement in the Governing Council and the various Governing Council committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This will enable us to continue meeting the unique and changing needs of each Wilbur Charter for Enriched Academics student. All Governing Council and standing committee meetings will be open to the public in accordance with the Brown Act, and all interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website and via organized email blasts), and an agenda of each meeting will be posted publicly at the school site and on the school's website at least 24 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any "public comments" period will be added to a later agenda for official discussion. Minutes of meetings will also be posted in a public area, on the school campus in the main office and on the website.

As a separate entity from Wilbur Charter for Enriched Academics, the Friends of Wilbur shall maintain liability insurance sufficient to cover any and all FOW sponsored activities and shall present a certificate of insurance as evidence of such insurance coverage on at least an annual basis to the Districts Division of Risk Management & Insurance Services. Wilbur Charter for Enriched Academics will conform to and operate under the District's donation policy bulletin No. 1633. FOW shall work collaboratively with Wilbur Charter for Enriched Academics to further the educational program of the School. FOW is a non-profit 501c(3) California Corporation.

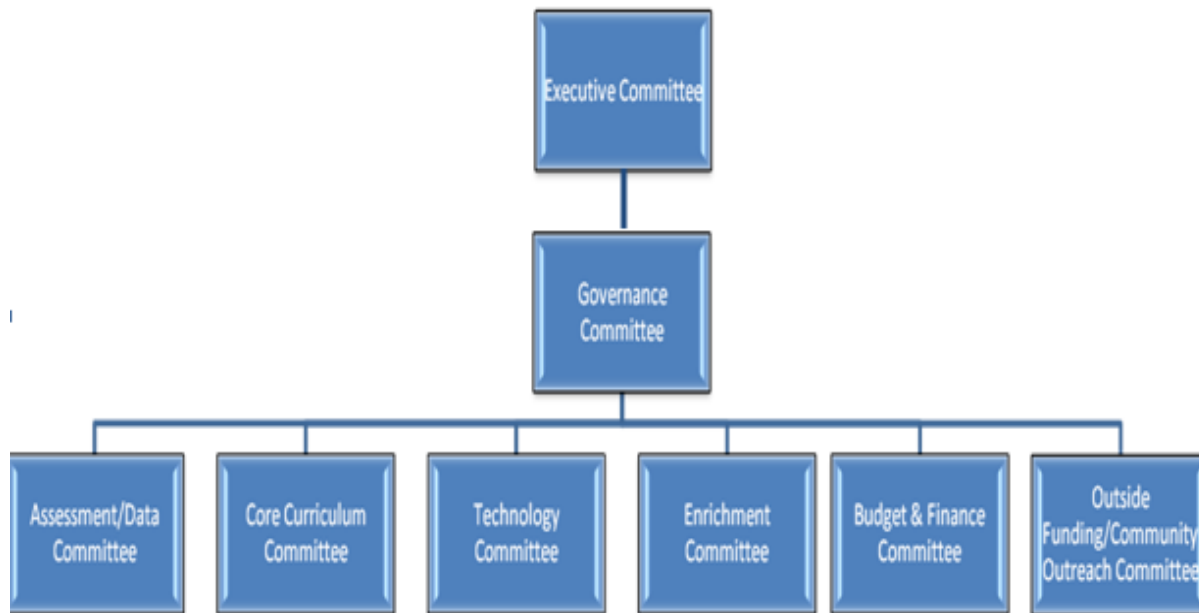
Additional Parent Involvement Opportunities

Parent involvement is the key to the success of the school, with opportunities for both parents who stay at home and those who work full-time. These opportunities include events such as

Back-to-School Night, Open House, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, field trips, campus beautification, Parent Education, monthly parent newsletter, and the monthly FOW meetings. Wilbur Charter for Enriched Academics also announces opportunities using email blasts, via its website, and by automated phone calls (ConnectEd). Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of our enriched academics. A parent's inability to participate does not impact admission for enrollment. See appendix for a more comprehensive listing of parent involvement opportunities.

Decision-Making Process and Organizational Chart

Wilbur Charter for Enriched Academics School Governing Council will be a consensus-oriented, site-based decision-making body for Wilbur Charter for Enriched Academics .It will have the responsibility for allocating categorical block grant resources and setting the site-based policies and procedures to achieve the school's program goals, thus promoting the best educational program possible for students. The attainment of consensus among all members of the Council shall be a primary goal. If consensus cannot be reached, decisions will be made by a simple majority vote of the members present, with the exception of Bylaws changes, which must be decided by a two-thirds majority of the Council. In the event of a tie vote, further discussion and research will take place until there is a majority vote. Any member of the school community can bring new business before the Governing Council by bringing the matter to the attention of the principal, a member of the Governing Council, or the relevant committee. All standing committees will have representation from both the parent body and teaching staff and are the foundation of policy decision-making at Wilbur Charter for Enriched Academics.



Compliance with all Laws Relating to Public Agencies in General, all Federal Laws and Regulations and State Codes

Wilbur Charter for Enriched Academics will comply with the Brown Act. Members of the Wilbur Charter for Enriched Academics governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with Federal and State laws, non-profit integrity standards and LAUSD’s charter school policies and regulations regarding ethics and conflicts of interest. The District reserves the right to appoint a non-voting single representative to the Charter Governing School Council.

Wilbur Charter for Enriched Academics’ Relationship with District/County

The Wilbur Charter for Enriched Academics’ Governing Council will work collaboratively with the Local District and District to determine the applicability of District policies and procedures for Wilbur Charter for Enriched Academics. Wilbur Charter for Enriched Academics will continue its operation as a fiscally affiliated charter school. Wilbur Charter for Enriched Academics will work collaboratively with the District to ensure all programs, services, and future needs are funded.

Process for Amendments to Charter

Wilbur Charter for Enriched Academics reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives to the Wilbur Charter for Enriched Academics’ Governing Council. Any material revisions to the charter must be submitted to the LAUSD Board of Education for approval. Wilbur Charter for Enriched Academics will consult with the District in making a determination

as to whether or not a proposed amendment or change to the charter constitutes a material revision.

Wilbur Charter for Enriched Academics, a California Distinguished School, is currently a high-achieving elementary school in Local District 1 and will continue to pursue innovative, pioneering ideas that can serve as a model for other schools within all of LAUSD, both in addressing the implementation of innovative curriculum and instructional techniques, and in supporting those students who may need additional attention and intervention to succeed. We do this by providing additional educational resources such as:

- Targeted instruction by intervention teachers for identified students not meeting benchmark
- Class-size reduction teachers
- Additional support by paraprofessionals

All of these pursuits stem from the interest and support of the membership of our school, thereby ensuring the active participation of parents, teachers and administrators in the educational process.

Articles of Incorporation and Bylaws of Nonprofit Corporation

Since we are applying to convert to an affiliated charter school, we do not need to submit articles of incorporation and bylaws of a nonprofit corporation. We have however submitted the Bylaws of the Governance Council (Appendix).

Selection Process of Council Members and Relevant Governance Council

Members of the Governance Council shall serve two-year terms; one-half of the teacher members and one-half the parent members will be elected each year. The voting members of the governance council shall include representatives from the school's various constituencies.

The Principal

UTLA Chapter Chair/Lead Teacher

Six Certificated Representatives (one per grade level)

One Classified Representative (to be elected by classified staff)

President of FOW

Five parent members- elected by parents of Wilbur Charter for Enriched Academics

All vacant seats shall be filled within one month by a special election called by the Executive Committee

Executive Committee

Wilbur Charter for Enriched Academics will have an Executive Committee comprised of the principal, one teacher elected yearly by the teachers who are voting members of the Governance

Council, and one parent elected yearly by parents who are voting members of the Governance Council. Vacancies on the Executive Committee shall be filled immediately. The Executive Committee shall chair and set the agenda for Governance Council meetings and refer issues to the Governance Council or its committees.

The Executive Committee may not exercise the authority of the Governance Council. The Executive Committee will normally meet weekly but may convene more or less frequently as necessary to conduct its business. Members of the Governance Council shall excuse themselves from participating in decisions about matters that may involve potential or actual conflicts of interest. Such conflicts may arise whenever a Council member may either receive some advantage or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the Governance Council. Council members shall either excuse themselves voluntarily or be excused by a majority of voting representatives if the Governance Council determines that there is an actual or potential conflict of interest, which may be brought to the attention of the Governance Council by any person.

Role of Committees

Committees shall be formed to research issues and obtain input from all affected /interested groups. They will ensure participation of all stakeholders, present findings to the Council for a decision, create a more efficient way to handle decision making and provide a more effective way of communication. Committees may include but are not limited to the following:

Assessment/Data Committee
Core Curriculum Committee
Technology Committee
Enrichment Committee
Budget and Finance Committee
Outside Funding/Community Outreach Committee

Other committees will be formed as the need arises.

Additional committee members will be volunteers based on interest and expertise, and will have at least one parent on each committee. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Governance Council Chair and/or the Governance Council Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Wilbur Charter for Enriched Academics Governance Council Chair will appoint a chairperson. The Council, as needed, will determine committee meeting dates and times and all committees will comply with the Brown Act.

Grievance Procedure for Parents and Students

Wilbur Charter for Enriched Academics will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504),

including any investigation of any complaint filed with Wilbur Charter for Enriched Academics alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Wilbur Charter for Enriched Academics will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Wilbur Charter for Enriched Academics will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

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

LAUSD Charter Policy

The Wilbur Charter for Enriched Academics will comply with the District policy related to Charter Schools, as it may be changed from time to time.

Responding to Inquiries

Wilbur Charter for Enriched Academics shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records. Wilbur Charter for Enriched Academics acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General. If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notifications

Notification is to be made to the Innovation and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Wilbur Charter for Enriched Academics.

Audits and Inspections of Records

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

- Charter school is subject to district oversight.

- The district's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of the charter school.
- The district is authorized to revoke this charter for, among other reasons, the failure of the charter school to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

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

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

Wilbur Charter for Enriched Academics will cooperate fully with such audits and will make available any and all records necessary for the performance of the audit upon 30 days notice to charter school. When 30 days notice may defeat the purpose of the audit, the district may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste or the district receives fraud or abuse related to the charter school operations, the charter school will be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

Element 5 – Employee Qualifications

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

LAUSD and its affiliated charter schools are negotiating a Memorandum of Understanding (MOU) regarding specific provisions in the affiliated charter petitions including, but not limited to, use of categorical block grant funds, sources of funding, fundraising policies, oversight fees, professional development policies, personnel policies, educational program, and transportation. In the event of any conflict between provisions in the charter petition and the MOU, if duly executed by Wilbur Charter for Enriched Academics and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any, the terms of the MOU, if duly executed by the parties, will supersede.

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

As an affiliated charter school of the Los Angeles Unified School District, The Wilbur Charter for Enriched Academics will comply with all No Child Left Behind Act (NCLBA) requirements of teachers and paraprofessionals.

The Wilbur Charter for Enriched Academics will follow all district personnel policies and practices. The school retains the right to select and evaluate teaching and administrative staff, including the coordinator, the special education teachers and the resource teacher.

Wilbur Charter for Enriched Academics will abide by district policy, procedures, and collective bargaining agreements for employee selection. The school will make its recommendations to the local district superintendent for administrative candidates and the local district superintendent will make the final decision. All administrative positions at Wilbur Charter for Enriched Academics will be filled in accordance to district and personnel commission policies and filled by individuals with the appropriate credentials for such administrative positions. Credentialed administrators will be recommended to the local district superintendent for a final determination. While Wilbur Charter for Enriched Academics recommends employees through an interview process and in accordance to district and personnel commission policies, the district is the employer and all candidates must be processed through the district. As an affiliated charter school, Wilbur Charter for Enriched Academics will abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99 and other collective bargaining units and LAUSD. All employees will be compensated according to district contracts and the respective collective-bargaining agreements. Staff is subject to district decisions regarding reduction in force and layoffs.

We will adhere to all court mandates and state and federal laws including the Rodriguez Consent Decree and OCR guidelines. Each self-contained classroom teacher will have appropriate credentials issued by the State Commission on Teacher Credentialing for his/her teaching assignment. Non-self-contained classroom teachers will have appropriate credentials consistent with state legislation and Title I, No Child Left Behind legislation. The district will monitor all credentials. At the close of each school year, the principal will evaluate the faculty consistent with district policy. Such evaluation will include the areas of professional development, teaching performance, the integration of science, technology and enrichment and student performance as demonstrated by previously discussed district assessment methods.

The Wilbur Charter for Enriched Academics will continue to recruit qualified bilingual personnel (teachers, paraprofessionals, office staff, etc.) consistent with district hiring policies to serve our ELD students.

Staff Selection Process

Wilbur Charter for Enriched Academics will abide by district policy, procedures, and collective bargaining agreements for employee selection. The school will make its recommendation to the local district superintendent who will make the final decision. Staff is subject to district decisions regarding reduction in force, mandated furloughs, layoffs, and any other district personnel decisions regarding salaries, classifications and assignments. The Wilbur Charter for Enriched Academics staff will consist of persons who are committed to the Wilbur Charter for Enriched Academics' philosophy. Selection of Certificated and Classified Personnel (to include teachers, administrators, support personnel, office manager and staff, cafeteria manager and staff) will be conducted as follows:

The selection process will include the following steps in accordance with district policy and collective bargaining agreements:

- Obtain district job description
- Announce opening(s)
- Recruit applicant(s)
- Request an application, resume, references, records of experiences, credentials, licenses, etc.
- Verify previous employment
- Final teacher candidates will be interviewed by the Selection Committee using questions specifically directed to the applicant's understanding. The candidate will present a demonstration lesson from the Curriculum of the Wilbur Charter for Enriched Academics which will incorporate the methods outlined in this Charter. The selection of the top candidate will be recommended.

District will verify:

- Medical clearance: proof of medical exam and TB testing.

- Fingerprinting. Applicant will submit prints that will be forwarded to appropriate agencies for criminal record check prior to employment in a manner consistent with applicable state law.
- Check for employment eligibility, including authorization to work in the United States and require child-abuse sign-off.

Selection of Teacher(s)

Teaching staff members will be selected as follows:

With regard to selection, the Wilbur Charter for Enriched Academics will adhere to all court mandates and state and federal laws including the Rodriguez Consent Decree and Office of Civil Rights guidelines. Credentialed teachers interested in filling a position will be asked to submit a resume plus three letters of recommendation from former employers or other references. An applicant who is being considered for selection will be interviewed by the Staff Selection subcommittee of the Governance Council. Members of this subcommittee will prepare questions specifically directed to the applicant's understanding of the practices indicated in the teacher criteria (see "Selection of Certificated and Classified Personnel" above). Final candidates will be asked to present a demonstration lesson at a particular grade level while being observed by members of the Subcommittee.

The Subcommittee will be authorized to determine, by consensus, which applicants will be hired. When an applicant is selected, he or she must be processed through the district. The Governance Council will appoint a Staff Selection Subcommittee made up of members of the committee which will select the School staff. The staff will be selected at least three months prior to the school opening. The subcommittee will consist of the principal, the school administrative assistant, a UTLA representative, two teachers representing the grade level with the vacancy and three parent representatives. Teaching staff is to be selected and should be made available by the district, subject to available funding.

Selection of Administrator(s)

In addition to the above procedures, prospective administrators will be interviewed by faculty and parent representatives and will be recommended for approval based upon a two-thirds majority vote at a governance committee meeting. The district board and the designated representatives of the Wilbur Charter for Enriched Academics will select the administrator(s) from the list of candidates recommended by the Governance Council. The principal will be responsible to the LAUSD Local District 1 Superintendent and the Wilbur Charter for Enriched Academics Governance Council.

Selection of Paraprofessionals

Paraprofessionals will be required to pass a basic skills/competency test. The teacher of the class that has the opening and the administrator will do interview and selection. Paraprofessionals

hired after January 8, 2002, who work in a program supported with funds under NCLBA, will meet the following qualifications:

- Will have completed at least two years of study at an institution of higher education;
- Will have obtained an associate's (or higher) degree; or
- Will meet a rigorous standard of quality and can demonstrate through a formal state or local academic assessment in knowledge of, and the ability to assist in instructing, reading readiness, writing, writing readiness, mathematics, and mathematics readiness

The exceptions for paraprofessionals are for those who act as translators or whose duties consist solely of conducting parental involvement activities.

Selection of Day-to-Day Substitutes

The Wilbur Charter for Enriched Academics will establish and maintain a list of qualified district approved substitutes who will be contacted as needed. All substitute teachers will be credentialed teachers.

Description of Duties

Teachers

- Provide a quality, enriched, and integrated curriculum.
- Provide continual assessment of student progress and maintain records.
- Continually evaluate classroom performance to meet the changing needs of students.
- Provide an effective room environment that reflects and facilitates the academic program.
- Provide peer assistance to fellow teachers.
- Continue to work on professional growth.
- Actively strive for continuous and open communication with parents.
- Regular, punctual attendance.
- Professionally attired.

Administrator(s):

- Ensure effective collaboration with the Wilbur Charter for Enriched Academics Governance Council.
- Oversee the business practices of the school.
- Attract new resources to the school.
- Oversee the instructional program.
- Provide opportunities for professional growth.
- Facilitate communication among staff, parents and community.
- Assist with student discipline.
- Assist with scheduling when necessary.
- Regular, punctual attendance.
- Professionally attired.

Principal Essential Functions:

- Provides assistance, guidance, and supervision in instructional practices and curriculum development specific to the language, social, and academic needs of the student population, including bilingual, Special Education, Gifted and Talented, and underachieving students.
- Provides leadership for and facilitates collaboration with all stakeholders on the writing of the school plans, self-study, and program quality reviews and on identifying goals for student achievement and standards for assessing the outcome of these goals.
- Prepares school budgets and is responsible for and monitors the expenditures of all school funds in accordance with federal, state and district guidelines.
- Develops the partnership among students, parents, community members, teachers and support staff that will enable the Wilbur Charter for Enriched Academics to become a learning community with high expectations and achievement for all students.
- Works enthusiastically with the Wilbur Charter for Enriched Academics to develop and operate the school and maintains collaborative relationships with other formal or informal educational institutions.
- Educates all students and demonstrates improved student achievement with standards-based instruction, focused learning opportunities, and appropriate use of all resources.
- Evaluates the performance of certificated and classified personnel assigned to the school site.
- Maintains a school climate that ensures the safety, health and welfare of students and personnel; organizes and implements an emergency operation plan; and complies with mandated child abuse reporting procedures.
- Provides staff development and training for all stakeholders to improve student achievement.
- Will be evaluated by the local district superintendent.
- Establishes and enriches the state standards.

Classified and Other Personnel

- Teacher Assistants will assist with instruction and will assist the teacher with other classroom duties.
- Office personnel will perform daily school business.
- Other personnel will perform duties as described by the administrative team.

Plant Manager and Custodians

The plant manager and all custodians will be employees of the district and will be assigned to Wilbur Charter for Enriched Academics. They will perform the maintenance and operations for the school.

Parent Volunteers

The developers of the Wilbur Charter for Enriched Academics recognize that it will not succeed without relying upon the community and its resources. To achieve its goal of creating a superior learning environment in which students can succeed academically far beyond conventional expectations, there must be an unprecedented level of community ownership of the school: local residents, business people, community leaders and especially parents. They must be deeply involved in setting school policy and supporting school programs. To best meet the needs of the students, families, and community, the Wilbur Charter for Enriched Academics will continue partnerships with many institutions. The school's primary partnerships are with the local community, Friends of Wilbur and a number of other community groups and agencies. The strengths and resources of these institutions will greatly enhance the quality and variety of programs at the Wilbur Charter for Enriched Academics, improving the School's ability to positively impact the students and community now and in the years to come.

In accordance with district policy, all parent volunteers must fill out the district volunteer form, which will be available on our website and in the main office. All volunteers must be screened with a TB test, which is required every four years, and on the Megan's Law website. Parents may not volunteer until all requirements of these policies are met. See appendix for a copy of school/district volunteer application.

Accountability

Good performance will be acknowledged, rewarded, and replicated if possible. Fair and poor performance will be immediately acknowledged and corrected. Performance measures to assist in evaluation follow:

Teachers:

- Certificated personnel will continue to be evaluated by the STULL process.
- Other measures as developed by the school.
- Completion of required job duties.
- Initial sub-standard STULL evaluation by principal will result in additional support from Principal and /or teaching staff.
- The Wilbur Charter for Enriched Academics reserves the right to investigate other evaluation practices, which may include, but are not limited to:
 - Establishing goals and objectives for growth through collaboration with the principal.
 - Observation (s) by the principal indicating the progress of goals and implementation of objectives.
 - Post-evaluation conference(s).
 - Partner coaching.

Administrator(s):

- Business practices

- Balanced budget
- New financial resources
- Instructional program
- School achieved educational outcomes (in Elements 2 and 3)
- Parental/community involvement
- Completion of other required job duties
- Will be evaluated yearly by the appropriate district personnel.

Classified and Other Personnel:

- Evaluation will be based upon adequate completion of assigned job duties and regular, punctual attendance as determined by the administration.
- These measures will be evaluated annually and upgraded as necessary.

Salary Schedule

The Wilbur Charter for Enriched Academics will adhere to all collective bargaining agreements signed by LAUSD in establishing staff compensation.

Work Basis

Each staff member will work the number of days designated in his/her specific collective bargaining agreement.

Method for Reporting Alleged Improprieties

Current methods for reporting child abuse, acts of violence, and other improprieties will be followed as mandated by district guidelines, federal and state law, and local agencies. All staff will be trained yearly in mandated child abuse reporting requirements.

Due Process

All staff members will have due process rights, as spelled out in collective bargaining agreements, which include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing if necessary.
- Right to binding arbitration conducted by a paid arbitrator.

Benefits

Mandatory Benefits for all Staff Members:

The Wilbur Charter for Enriched Academics will provide the following benefits as applicable through Los Angeles Unified School District:

- Workers Compensation.
- Unemployment Insurance Medicare.
- Social Security (for non-STRS/PERS members) or other appropriate retirement plan mutually negotiated by employee and employer, as allowed by state and federal law.

Element 6 – Health and Safety

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

As an affiliated charter school, Wilbur Charter for Enriched Academics will comply with all LAUSD policies and practices to guarantee the health and safety of pupils and staff, including but not limited to, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils’ vision and hearing and screening of pupils for scoliosis.

Wilbur Charter for Enriched Academics will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes. In the event that Wilbur Charter for Enriched Academics changes its status to independent charter school during the term of this Charter, Wilbur Charter for Enriched Academics shall submit a petition for material revision for District’s approval including provisions for insurance and indemnification for independent charter schools pursuant to District requirements.

Insurance

Coverage shall be provided to affiliated Wilbur Charter for Enriched Academics by the District under any of the District’s self-insured programs or commercial insurance policies. The District shall secure and maintain insurance, to protect Wilbur Charter for Enriched Academics from claims which may arise from its operations, as provided to all other schools in the Los Angeles Unified School District.

It shall be the District’s responsibility, to monitor the Charter School vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Charter School shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners or sponsors.

As an affiliated charter school, Wilbur Charter for Enriched Academics will adhere to District’s Health, Safety and Emergency Plans. The Wilbur Charter for Enriched Academics will ensure that staff has been trained in health, safety, emergency procedures, and mandated child abuse reporting procedures as required by law, and will maintain a calendar and conduct emergency response drills for students and staff in line with District’s procedures.

Wilbur Charter for Enriched Academics, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Element 7 – Means to Achieve Racial & Ethnic Balance

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

As an existing public school converting to a charter school, admission preference will be given to pupils who reside within the former attendance area of Wilbur Avenue Elementary School. The attending students will represent a broad ethnic background and the boundaries for Wilbur Charter for Enriched Academics will be consistent with the policies of the school district for achieving it.

Wilbur Charter for Enriched Academics will make every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the jurisdiction of the Los Angeles Unified School District. Our school will recruit students by every means possible, including publicizing our instructional program on our website, providing prospective student/parent tours, and speaking to parents from overcrowded neighborhood schools.

Court-Ordered Integration

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

The 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.

Wilbur Charter for Enriched Academics shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

Non-Discriminatory Statement

Wilbur Charter for Enriched Academics will not unlawfully discriminate, harass or allow harassment against any student on the basis of ethnicity, color, ancestry, religious creed, national origin, gender or disability (including HIV and AIDS), medical condition or mental disability, and all characteristics listed in Section 220 of the Education Code. Wilbur Charter for Enriched Academics will be nonsectarian in its programs, admission policies, employment practices, and

all other operations. The charter will not charge for tuition, and cannot discriminate against any student on the basis of ethnicity, actual or perceived sexual orientation, national origin, gender, or disability.

NCLB-Public School Choice for Traveling Students

The district and 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. NCLB-Public School Choice (NCLB-PSC) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (NCLB). Wilbur Charter for Enriched Academics 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 separately memorialize in writing any agreed-to number of NCLB-PSC placements of district students at the school.

As required under NCLB, all NCLB-PSC students attending Wilbur Charter for Enriched Academics will have the right to continue attending Wilbur Charter for Enriched Academics until the highest grade level of the charter. However, the obligation of the district to provide transportation for a NCLB-PSC student to Wilbur Charter for Enriched Academics will end in the event the NCLB-PSC student's resident district school exits Program Improvement status.

Wilbur Charter for Enriched Academics will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the school. NCLB-PSC students are and will be eligible for all applicable instructional and extracurricular activities at the school. Wilbur Charter for Enriched Academics will make reasonable efforts to invite and encourage the participation of the parents of NCLBPSC students in the activities and meetings at the 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 Wilbur Charter for Enriched Academics under the NCLB-PSC program increases in subsequent years, Wilbur Charter for Enriched Academics agrees to discuss with the district the possibility of increasing the number of NCLB-PSC places available at the school.

Federal Compliance

To the extent that Wilbur Charter for Enriched Academics is a recipient of federal funds, including federal Title I, Part A funds, Wilbur Charter for Enriched Academics has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Wilbur Charter for Enriched Academics agrees that it will keep and make available to the district any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to 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 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. (see appendix for current 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. (see appendix for current parent involvement policy)

Wilbur Charter for Enriched Academics also understands that as part of its oversight of the school, the Innovation and Charter Schools Division may conduct program review of federal and state compliance issues.

Element 8 – Admission Requirements

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

LAUSD and its affiliated charter schools are negotiating a Memorandum of Understanding (MOU) regarding specific provisions in the affiliated charter petitions including, but not limited to, use of categorical block grant funds, sources of funding, fundraising policies, oversight fees, professional development policies, personnel policies, educational program, and transportation. In the event of any conflict between provisions in the charter petition and the MOU executed by Wilbur Charter for Enriched Academics and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any, the terms of the MOU, if duly executed by Wilbur Charter for Enriched Academics and LAUSD, will supersede.

McKinney-Vento Homeless Assistance Act

Wilbur Charter for Enriched Academics will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

Admission Requirements

Admission to Wilbur Charter for Enriched Academics is open to all students residing in California. Admission to Wilbur Charter for Enriched Academics shall not be determined according to the place of residence of the pupil, or his or her parent or legal guardian, within California.

After admission to the school, parent(s) will attend a grade level orientation meeting to review and sign the parent/student Compact Agreement. Procedures to hold families accountable to the parent/student Compact must include proper notification, alternative compliance opportunities, an appeals process, and due process. All provisions of IDEA will be adhered to for students identified as receiving special education services. Parent attendance at the orientation in no way impacts the student’s enrollment or admission. A copy of the existing parent/student Compact Agreement can be located in the Appendix.

Enrollment/Lottery Assurances and Procedures

Wilbur Charter for Enriched Academics shall be located and operate within the boundaries of Local District 1 of Los Angeles Unified School District. It shall be open to all students who wish to apply. As an existing public school converting to a charter school, admission preference shall be given to pupils who reside within the former attendance area of Wilbur Avenue Elementary School. Students will receive a lottery application. Should the amount of pupils that wish to attend Wilbur Charter for Enriched Academics exceed the enrollment limit, a public random lottery will take place to determine the school enrollment in accordance to Education Code, section 47605(d)(2)(B). Preference will be given to currently attending students and their

siblings, school resident attendance boundary, LAUSD attendance area, and students outside the district. The date, time, location and method of this drawing will be printed on the application. On the drawing date, the principal and office manager will randomly draw names of the candidates. Parents of the applicants are notified immediately by phone and by a letter and are either admitted for enrollment or placed on a waiting list with an assigned number and notified by phone when space is available. The number of random applications are based upon fall enrollment projections provided by LAUSD. The waiting list will prioritize candidates according to the order in which they were drawn. (see appendix for lottery form.)

In the event that the school is notified of a false address for the predetermined District attendance boundary for the Charter School (for example, if school mail is returned undeliverable), Wilbur Charter for Enriched Academics will assign an address verification committee to assist the office with validating whether an address is within Wilbur Charter for Enriched Academics' boundaries. Such boundaries may vary from time to time but shall always be developed or revised in accordance with the policies and guidelines set for other schools in the District. However, any student who resides in the state of California may apply to Wilbur Charter for Enriched Academics. Transportation will not be provided. The Wilbur Charter for Enriched Academics will adhere to all applicable laws governing the minimum age for public school attendance.

The Wilbur Charter for Enriched Academics will utilize LAUSD enrollment forms and cumulative records. The Wilbur Charter for Enriched Academics will adhere to all District procedures related to confidentiality and privacy of records. Wilbur Charter for Enriched Academics will follow district policy for requesting the cumulative records of new students who have transferred from other schools. Upon leaving Wilbur, student records will be forwarded to the new receiving school. Upon leaving the Wilbur Charter for Enriched Academics, student records will be processed accordingly and forwarded to the receiving school.

Wilbur Charter for Enriched Academics will hold prospective student tours monthly so the public is educated on what our school offers in the way of public education. The charter school will make every reasonable attempt to recruit economically disadvantaged students and students of varying diversities to achieve a diverse student population. These types of informative meetings will provide information for every grade level, and will be publicized on our website, through word of mouth, and on our marquee.

Element 9 – Annual Financial Audits

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code 46705 (b)(5)(I)

Categorical Funds

Wilbur Charter for Enriched Academics shall have control over the budgeting and expenditure of its categorical block grant funds, including, but not limited to, the right to maintain such funds and/or establish reserves for carry over for future school year expenditures.

As an affiliated charter, Wilbur Charter for Enriched Academics shall receive a portion of categorical block grant funding, from the District, as part of the Targeted Instructional Improvement Grant, which is and will be used to support class size reduction for schools identified as Desegregated Receiver and Predominantly Hispanic Black Asian and Other (PHBAO).

Wilbur Charter for Enriched Academics must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or PHBAO).

Wilbur Charter for Enriched Academics will oversee the receipt and management of the categorical block grant and other fund allocations, and shall adhere to generally accepted accounting principles. Wilbur Charter for Enriched Academics may also be subject to audits to verify the accuracy of the school’s financial statements and the books and records relating to its expenditures, as well as its attendance records, accounting practices and internal controls.

Timing for Distribution of Categorical Block Grant Funds

Except as provided above, the District will continue to partially front-fund the categorical block grant allocation to Wilbur Charter for Enriched Academics. The categorical block grant is subject to adjustment in funding levels and deferrals on the part of the California Department of Education. Consequently, allocations from the categorical block grant to Wilbur Charter for Enriched Academics may also be subject to adjustment in funding levels and deferrals. In addition, Wilbur Charter for Enriched Academics may also be subject to District “freezes” in a manner consistent with other District schools.

Other Sources of Funds

The District shall retain general purpose entitlement funds and any other state or federal funding, with the exception of grants separately applied for and received by Wilbur Charter for Enriched Academics to maintain the Charter School in accordance with their annually adopted budget and consistent with staffing norms and support at the District norm levels. Funding from Wilbur Charter for Enriched Academics will be used to enable the school to receive norm levels at the PBHAO or desegregated receiver level, as appropriate.

Administrative Fees

The District will retain an administrative fee from the categorical block grant to cover part of oversight costs. This administrative fee is approximately 2 percent of the categorical block grant.

Payment for Other Services

Services for programs funded through the categorical block grant, such as assessments for the GATE program, will be separately charged to Wilbur Charter for Enriched Academics. In addition, it will be the responsibility of Wilbur Charter for Enriched Academics, from site based discretionary resources, to pay for any different or additional level of service above the norm provided to District schools generally. The District shall, upon request, provide a listing of the costs of providing such services.

Documentation

Wilbur Charter for Enriched Academics' financial reports shall remain a part of the District's single report to the Los Angeles County Office of Education or other regulatory body, as applicable. Wilbur Charter for Enriched Academics shall prepare and submit all required financial data and reports for inclusion in the District's report.

Per-Pupil Budgeting

Where possible, Wilbur Charter for Enriched Academics will have the ability to implement the District's per-pupil budgeting model.

Audit and Inspection of Records

Wilbur Charter for Enriched Academics agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

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

- Compliance with terms and conditions prescribed in the Charter agreement,

- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The 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 Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

Wilbur Charter for Enriched Academics will develop and maintain internal fiscal control policies governing all financial activities.

Element 10 – Suspensions and Expulsions

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

As an affiliated charter school of the Los Angeles Unified School District, Wilbur Charter for Enriched Academics will follow all discipline proceedings established by the District. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement and services as required by law.

Wilbur Charter for Enriched Academics shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.

Wilbur Charter for Enriched Academics shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Wilbur Charter for Enriched Academics will adopt the policies of LAUSD regarding suspension and expulsion of students as set forth in California Education Code, Section 48900 et seq., and the federal Gun-Free School Act of 1994, and the bargaining agreement between UTLA and LAUSD. Students and their families are notified of their rights in the Parent Student Handbook given out at the beginning of each year. All students, including students who reside outside of the LAUSD area, will be subject to these policies.

Standards and Conduct

Wilbur Charter for Enriched Academics embraces the theory of positive discipline. We use problem solving rather than punishment to help children become successful students and citizens. Parent/child/school cooperation and support is crucial. To this end, the Parent-School Compact, sent home on the first day of school, addresses the responsibilities of each signatory to the Compact. (see copy in Appendix) In addition, standards and expectation for behavior are explained by each teacher in every classroom. Students are expected to maintain our school-wide standards of behavior, which are based on the Character Counts Six Pillars of Character program. The six themes are painted on a wall where all students walk by on a daily basis.

Six Pillars of Character:

1. Take **responsibility** for yourself and your actions.
2. Demonstrate that you are contributing **citizen** of your school community.
3. Always treat others with **respect**.
4. Show **fairness** to others in class as well as on the playground.
5. Show **kindness** to others who need assistance.
6. Prove yourself to be **trustworthy** to your peers and school staff.

School-Wide Behavior and School Wide Discipline Policy

Morning recess and lunch recess are times for play, relaxation, and to share time with friends from different classes and grade levels on the playground or in the library. These choices allow for personal development and a wide range of personal choices. All students will be expected to follow the Wilbur Charter for Enriched Academics' school wide discipline policy (see copy in Appendix.) Every year, the policy is sent home with students and reviewed the first week of school at an assembly, which all students attend. In addition, every year the discipline policy, is reviewed by a committee of teachers, the administrators, and classified staff members to determine if changes need to be made. The school utilizes the LAUSD Los Angeles Unified School District "Discipline Foundation Policy: School-Wide Positive Behavior Support," which was established in 2007 as a means to have similar expectations district wide for all students.

Part of the LAUSD Discipline Policy is a section entitled, Culture of Discipline: Guiding Principles and Student Expectations, which teachers review at the beginning of the year with all students, and a copy is displayed outside the Main Office in our display case. All parents receive a copy as well.

All staff uses positive and proactive strategies when working with students; this includes caught being good, positive praise, and student recognition assemblies.

Administrators Role in Suspension/Expulsion

If suspension is necessary, the principal will notify the parent, remind the parent that suspension is a disciplinary action and schedule a parent conference. The principal will inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child's behavior. No student will be penalized for his or her parent's failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil will not be contingent upon attendance by the pupil's parent at the school conference (E.C. section 48911).

The principal may suspend a student without affording him/her an informal conference only if an emergency situation exists. The term "emergency situation" means that the principal has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended from school without the conference, the designated administrator will notify both the parent and the student of their right to a conference and of their right to return to school for that purpose. The conference will be held at the earliest time possible but no later than two school days after the incident takes place unless the student waives this right or is physically unable to attend. In the latter instance, the conference will be held as soon as the student is able to attend.

Length of Suspension

The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. A student may not be suspended more than 20 days in a single school year.

Grounds for Suspension and Expulsion

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in Education Code Sections 48900 et seq.:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases).
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases).
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products).
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

- Knowingly received stolen school property or private property (includes, but not limited to, electronic files and databases).
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold any prescription drug.
- Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only).
- Committed sexual harassment (grades 4-5). Section 48900.2 (E.C. 48900et seq.)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-5). Section 48900.3.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-5), that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Section 48900.4.
- Made terroristic threats against school officials, school property or both. Section 48900.7.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. The principal may use discretion to provide alternatives to suspension or expulsion including, but not limited to, counseling and an anger management program.

Suspension Appeal Procedures

The principal is to advise the parents of the appeal procedures when they disagree with the suspension. The appeal may first be made to the school principal (not designee). If the parents wish to appeal the principal's decision, they may appeal to the Local district Operations Administrator or designee. The Local district appeal conference will be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated.

The results of the appeal may include, but are not limited to:

- Sustaining the suspension in all respects.
- Modification of penalties imposed.
- Rescinding the suspension and expunging the suspension from the student's records.

The parents will be notified in writing of the appeal decision. Copies of any objections the parents have to the decision will be included in the student's discipline records if the parents so request.

Expulsion Procedure

Only the Principal of Wilbur Charter for Enriched Academics can recommend that a pupil be expelled. Whenever a student is accused of an act for which an expulsion may be recommended, the principal will conduct an incident investigation by 1) discussing the matter with district officials, 2) identifying and interviewing witnesses, 3) securing oral and written statements, and 4) reviewing appropriate student records. The administrator will also notify law enforcement if certain acts have been committed by the student, including assault with a deadly weapon, possession of narcotics or controlled substances or possession of a weapon at school.

The principal will then consult with the Student Discipline Proceedings Unit of LAUSD regarding the appropriateness of an expulsion, and additionally consult with his/her administrative supervisor. If expulsion is recommended, the Principal will conduct any necessary conferences and forward all information to the Discipline Unit in accordance with district policy.

The LAUSD Student Discipline Proceedings Unit is charged with ensuring that students recommended expelled without suspended enforcement and therefore not be allowed to attend any LAUSD school or program during the term of expulsion. Pupils who are expelled from Wilbur Charter for Enriched Academics will be given a rehabilitation plan upon expulsion as developed by the LAUSD Discipline Unit at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for readmission.

The LAUSD governing board will 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 LAUSD governing board will readmit the pupil unless the LAUSD governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a threat. Therefore, in the event that a student requires expulsion, Wilbur Charter for Enriched Academics will work with LAUSD and implement BUL-4655, March 13, 2009 as the guiding practice for expulsion. Wilbur Charter for Enriched Academics will notify the local district of any danger to campus safety. A description of the procedure will be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school will be in the sole discretion of the LAUSD Board to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of the charter school at the time the pupil seeks readmission. It will be the local district superintendent that will review the case and prepare the

recommendation to expel the student. Wilbur Charter for Enriched Academics will cooperate fully as indicated above with LAUSD in preparing the file for student expulsion and participate and cooperate with the Board decision on the plan for rehabilitation.

Special Education Discipline

In the case of a student who has an IEP or a student who has a 504 Plan, Wilbur Charter for Enriched Academics will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. An IEP team, including a district representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the district's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the 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 school's failure to implement the 504 Plan?

Outcome Data

Wilbur Avenue for Enriched Academics shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

Rehabilitation Plans

Pupils who are expelled from the Wilbur Charter for Enriched Academics shall be given a rehabilitation plan upon expulsion as developed by the Los Angeles City Board of Education at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission.

Wilbur Charter for Enriched Academics shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for readmission. 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. Wilbur Charter for Enriched Academics is responsible for reinstating the student upon the conclusion of the expulsion period whether the student seeks readmission or not.

Gun Free Schools Act

Wilbur Charter for Enriched Academics shall comply with the federal Gun Free Schools Act.

Element 11 – Retirement Programs

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

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

As an affiliated charter school, the following staff issues are dealt with per established district policies and procedures:

- Relationship between the teachers and the district/county bargaining unit.
- Process by which salaries, benefits, working conditions and items, e.g., calendars, holidays, vacations and workday and year will be determined.
- Labor procedures, which will be applied to employees (EERA).
- 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, selections, evaluation, and termination.
- Procedure for processing and monitoring credentials if required.

Wilbur Charter for Enriched Academics staff members (certificated, classified, and administrative) will continue to be covered by all federal, state, and LAUSD employee benefits and will be represented by employee unions: UTLA, AALA, Local 99, Teamsters Employees will continue to be covered by STRS, PERS, and PARS.

Retirement Systems

STRS

All full-time certificated employees will participate in retirement organizations of the Los Angeles Unified School District.

PERS

Classified employees currently contributing to PERS will continue to contribute to PERS in a manner consistent with applicable state and federal law. Employees contributing to PERS must also contribute to Social Security because PERS coordinates retirement benefits with Social Security.

Social Security

All employees who must contribute to Social Security according to Federal and State laws will continue in the same manner with employee withholding and LAUSD matching at the rates prescribed by law.

Other Benefits

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

Wilbur Charter for Enriched Academics in accordance with the CBA will adhere to the principles of progressive discipline in resolving issues with employees. In accordance with union contracts, all employees are offered support and guidance regarding job performance. All evaluations and documentation will be completed in a timely manner according to contract provisions.

Before filing a formal grievance, employees are encouraged to make a reasonable attempt to resolve a dispute or complaint by means of an informal conference with the immediate administrator. However, the grievance must be filed within the time limits required under the union contract.

In the case where a grievance is filed, Wilbur Charter for Enriched Academics follows procedures outlined in the LAUSD/UTLA Collective Bargaining Agreement, Article V, Section 7.0. Matters regarding employees from other bargaining units (Local 99, Teamsters) will follow the procedures outlined in their contracts.

To ensure due process for all employees, all procedures will be in alignment with the respective contracts of LAUSD with UTLA, Local 99, and Teamsters.

Element 12 – Attendance Alternatives

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

LAUSD and its affiliated charter schools are negotiating a Memorandum of Understanding (MOU) regarding specific provisions in the affiliated charter petitions including, but not limited to, use of categorical block grant funds, sources of funding, fundraising policies, oversight fees, professional development policies, personnel policies, educational program, and transportation. In the event of any conflict between provisions in the charter petition and the MOU executed by Wilbur Charter for Enriched Academics and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any, the terms of the MOU, if duly executed by Wilbur Charter for Enriched Academics and LAUSD, will supersede.

The Wilbur Charter for Enriched Academics is a school of choice. No student is required to attend, and no employee is required to work at the school. Pupils who chose not to attend Wilbur Charter for Enriched Academics 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. Students who do not choose to attend Wilbur Charter for Enriched Academics will continue to pursue alternatives within the district.

Element 13 – Rights of District Employees

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

LAUSD and its affiliated charter schools are negotiating a Memorandum of Understanding (MOU) regarding specific provisions in the affiliated charter petitions including, but not limited to: use of categorical block grant funds, sources of funding, fundraising policies, oversight fees, professional development policies, personnel policies, educational program, and transportation. In the event of any conflict between provisions in the charter petition and the MOU executed by Wilbur Charter for Enriched Academics and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any, the terms of the MOU, if duly executed by Wilbur Charter for Enriched Academics and LAUSD, will supersede.

As an affiliated charter school, all administrators, faculty and staff of the Wilbur Charter for Enriched Academics will be LAUSD employees. All employees will be hired by LAUSD and maintain the same relationships to all bargaining units. All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with applicable collective bargaining agreements.

If, for any reason, Wilbur Charter for Enriched Academics closes or LAUSD closes Wilbur Charter for Enriched Academics, all rights of employees are governed by district policy and applicable collective bargaining agreements.

As LAUSD employees, Wilbur Charter for Enriched Academics employees are subject to district decisions regarding Reductions in Force (RIF), mandated furloughs, and any other personnel decisions regarding salary, classification and assignment.

Former LAUSD employees must consult with LAUSD to determine their eligibility for leave. Certificated leave from the district may be up to one year. Classified leave from the district may be for one year, which may be extended for up to the term of the original petition. All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with applicable collective bargaining agreements.

Element 14 – Mandatory Dispute Resolution

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

LAUSD and its affiliated charter schools are negotiating a Memorandum of Understanding (MOU) regarding specific provisions in the affiliated charter petitions including, but not limited to: use of categorical block grant funds, sources of funding, fundraising policies, oversight fees, professional development policies, personnel policies, educational program, and transportation. In the event of any conflict between provisions in the charter petition and the MOU executed by Wilbur Charter for Enriched Academics and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any, the terms of the MOU, if duly executed by Wilbur Charter for Enriched Academics and LAUSD, will supersede.

The staff of Wilbur Charter for Enriched Academics and LAUSD Board of Education agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Wilbur Charter for Enriched Academics except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element.

Any Dispute between the District and Wilbur Charter for Enriched Academics shall be resolved in accordance with the procedures set forth below:

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

To Charter School:	Wilbur Charter for Enriched Academics C/O School Director
To Director of Charter Schools:	Director of Charter Schools Los Angeles Unified School District 333 South Beaudry Avenue, 25 th 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 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Local District.

It will be the Governance Council's responsibility, to perform a school evaluation based upon the measurable goals and terms outlined in this charter. The charter school must submit its renewal petition to the district's Innovation and Charter Schools Division no earlier than September of the year before the charter expires.

Oversight

Parents, students, board members, volunteers, and staff at the Wilbur Charter for Enriched Academics will be provided with a copy of the school's policies and dispute resolution process and will agree to work within it.

Term of Charter

The charter for the Wilbur Charter for Enriched Academics will be in effect for five years.

The staff and Governance Council members of Wilbur Charter for Enriched Academics will adhere to district guidelines as they relate to dispute resolution for affiliated charter schools and agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the district and Wilbur Charter for Enriched Academics, except any controversy or claim that is in any way related to revocation of this Charter, will be handled first through an informal process in accordance with the procedures set forth above.

Element 15 – Exclusive Public School Employer

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

LAUSD and its affiliated charter schools are negotiating a Memorandum of Understanding (MOU) regarding specific provisions in the affiliated charter petitions including, but not limited to: use of categorical block grant funds, sources of funding, fundraising policies, oversight fees, professional development policies, personnel policies, educational program, and transportation. In the event of any conflict between provisions in the charter petition and the MOU executed by Wilbur Charter for Enriched Academics and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any, the terms of the MOU, if duly executed by Wilbur Charter for Enriched Academics and LAUSD, will supersede.

The Los Angeles Unified School District is the exclusive public school employer of the employees of Wilbur Charter for Enriched Academics for the purposes of the Educational Employee Relations Act (EERA).

As an affiliated charter school, the Wilbur Charter for Enriched Academics will follow District policy with respect to all existing collective bargaining agreements. Teachers and staff in the Wilbur Charter for Enriched Academics will continue to be employees of the District and members of existing Collective Bargaining Units.

Element 16 – Charter School Closure

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

Because Wilbur Charter for Enriched Academics will be an affiliated charter school, District guidelines and procedures will be adhered to in all aspects of school closure.

Renewal

Wilbur Charter for Enriched Academics must submit its renewal to the District’s Innovation and Charter Schools Division no earlier than September of the year before the charter expires than September of the year before the charter expires.

Term of Charter

This school is requesting that the LAUSD Board grant a charter for the Wilbur Charter for Enriched Academics for five years.

Revocation

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

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Wilbur Charter for Enriched Academics in writing of the specific violation, and give the Wilbur Charter for Enriched Academics 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 Procedures

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School governing council votes to close the school; or the Charter lapses. In the event of such a Closure Action, or as soon as Charter School informs the District of its intent to voluntarily close, the following steps are to be implemented:

1. If the affiliated Charter School's governing council voluntarily closes the Wilbur Charter for Enriched Academics, the LAUSD Board of Education will hold a public meeting officially closing the Charter School. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.
2. The Charter Schools Division will notify the California Department of Education that Wilbur Charter for Enriched Academics has closed and the effective date.
3. Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.
4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing.
5. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.
6. Written notification to parents/guardians/caregivers of the enrolled students of the Wilbur Charter for Enriched Academics will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of closure.
 - a. The process for transferring student records shall be in accordance with LAUSD procedures.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Wilbur Charter for Enriched Academics' right to operate as a Charter School or cause Wilbur Charter for Enriched Academics to cease operation. In the event of such a closure, Wilbur Charter for Enriched Academics will revert back to a district traditional school.

Facilities

In the event that Wilbur Charter for Enriched Academics changes its status to independent charter school, during the term of this Charter, Wilbur Charter for Enriched Academics shall submit a petition for material revision for District's approval. Wilbur Charter for

Enriched Academics shall meet all requirements of an independent charter that occupies LAUSD facilities; Wilbur Charter for Enriched Academics shall enter into facilities use agreement with the District and adhere to District guidelines including:

- Proposed Charter School Location: 5213 Crebs Avenue, Tarzana Ca 91356
- Names of District school sites near proposed location: See Surrounding Schools Chart
- LAUSD Attendance Area, District 1, Wilbur Charter for Enriched Academics area

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

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

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

As a condition to the approval of the charter petition, Wilbur Charter for Enriched Academics will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities.

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

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

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

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
 - (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

 - (ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

 - (ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter

developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed Charter School facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

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.

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

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