

**Petition for Conversion to Affiliated Charter  
Submitted by:**

*Woodland Hills Elementary Charter for  
Enriched Studies*

Submitted to the  
Board of Education  
of the  
Los Angeles Unified School District

Intake Draft: March 20, 2012  
Final Draft:

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LETTER OF INTENT

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Charter Schools Division

Letter of Intent to Apply for a Charter School

Name of proposed charter school	Woodland Hills Elementary <sup>Charter</sup> School for Enriched Studies	
General location of proposed charter	Woodland Hills Elementary School	
Projected Grade Levels-Year 1	K-5	Projected Grade Levels-Year 5 K-5
Projected Enrollment-Year 1	701	Projected Enrollment-Year 5 700

Lead Petitioner Information:

Name	Antoinette Brusca, Principal	
Address	22201 San Miguel Street	
Phone number(s)	818-347-9220	Fax 818-347-2365
E-mail address	axm2368@lausd.net	

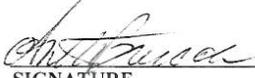
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Other members of the Charter Development team

Robin Silliman	Charlotte Elberfeld
Bruce Wright	Lisette Tuohy
Catherine Gairdner	David Goldenberg
Noelle Ikkanda	Christopher Murray

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.

Antoinette Brusca		2-22-2012
PRINT NAME	SIGNATURE	DATE

- Name of Organization Applying for Charter - **We at Woodland Elementary School are applying for a conversion to Affiliated Charter status to be known as Woodland Hills Elementary Charter for Enriched Studies.**
  - Projected Grades Served-Year 1 **K-5** / Grades Served-Year 5 **K-5**
  - Projected Enrollment Year 1 **701** / Number of Students -Year 5 **720**
  - Location Address or Target Neighborhood - **22201 San Miguel St., Woodland Hills, Ca. 91364**
  - Facility Status/Location - **LAUSD/7890**
  - Prop. 39 –Application Submitted? **Yes**
  - Does the location meet Board Policy? **Yes**
  - Board of Directors - **David Goldenberg, Chris Murray, Lisette Touhy, Talle Sands, Adam Friedman, Bruce Wright, Robin Bleecker-Silliman, Deborah Moldovan, Antoinette Brusca, Donna Woods**
  - Description of Mission - **We are a SAS/GATE Distinguished school and will continue to bring high level education to all students (see page of application for detailed description)**
  - Description of Vision - **To create 21st Century learners (see page of application for detailed description)**
  - Source/Core of Money - **Categorical Block Grant**
  - 3 – 5 Top Leaders/Charter Development Team - **Antoinette Brusca, Bruce Wright, Charlotte Elberfeld, Noelle Ikkanda, Cathy Gairdner, Robin Bleecker-Silliman, David Goldenberg**
  - Has your charter applied to any other jurisdiction for approval? **No**
  - Are there any sister charters? **No**
  - What innovative elements of your charter could be considered “best practices” and replicated by other schools? - **Teacher collaborated extended curriculum with depth and complexity integrated into everyday teaching. Please Element 1 of application for a detailed description of our teaching practices.**
-

## AFFIRMATIONS AND ASSURANCES

Woodland Hills Elementary Charter for Enriched Studies (hereafter referred to as: WHECES) shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend WHECES and pupils who reside in the District. EC 47605(d)(2)(B)
- Not require any child to attend WHECES nor any employee to work at WHECES.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves WHECES without graduation or completing the school year for any reason, WHECES shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

### **Purpose:**

The Woodland Hills Elementary Charter for Enriched Studies community is united in its goal of becoming an affiliated charter school in the Los Angeles Unified School District (“LAUSD” or the “District”).

The purpose of the Woodland Hills Elementary Charter for Enriched Studies affiliated charter school petition is threefold:

- First, it enables the school to build on its current strengths, facilitated by the efforts of its stakeholders including parents, students, teachers, and business partners.
- Second, it provides a focus through which the school offers a rigorous, enriched education program for a wide range of student needs.
- Third, 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.

Woodland Hills Elementary Charter for Enriched Studies is a California Distinguished School. However, we are increasingly faced with external challenges that threaten our ability to maximize student potential. Obstacles include declining state and district budgets, growing class size, decreasing neighborhood enrollment, and fewer faculty and support personnel. These changes have hampered our efforts to provide truly differentiated instruction to an increasingly diverse student population—special needs, identified gifted, English language learners, students performing below grade level, and our typical learners who do not require additional services but deserve instruction to meet their needs. Our school is continually challenged to do more with less.

Internally, we have encountered a growing gap between the resources needed to fully address the individual needs of every child and the practical realities of the educational climate. At the same time, we encounter mounting pressure to sustain and advance an academic program and teaching strategies to achieve even higher levels of student achievement. Status as an affiliated charter will provide WHECES with a means to overcome some of these challenges and to achieve the goals established by the community.

### **Goals of the Woodland Hills Elementary Charter for Enriched Studies**

The primary goal for WHECES is to provide an innovative instructional program that actively engages all children to embrace learning and to work to their highest potential. We wish to accomplish the following:

- Maximize student achievement, based on existing state academic standards and additional assessment techniques such as digital portfolios, performance assessment, differentiated assignments, oral presentations, and self-assessment.
- Begin to integrate the Common Core standards into our curriculum so our students are at the forefront of National, as well as District, educational standards.

- Increase interactive, hands-on, experiential learning opportunities with an emphasis on enriched learning experiences that are differentiated for subgroups such as children identified below grade level, identified gifted, and English language learners.
- Encourage the use of innovative teaching methods and empower our teachers through targeted professional development.
- Provide families in the Woodland Hills community with an opportunity to shape the learning environment and to contribute to the school's success.
- Articulate with the entire Taft Complex to create a solid foundation for success in middle and high school.

## 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 21<sup>st</sup> century,” and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed Code § 47605(b)(5)(A).*

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 the provisions in the charter petition and the MOU executed by Woodland Hills Elementary Charter for Enriched Studies and LAUSD for the terms, provisions, and definition of the affiliated charter school, if any, the terms of the MOU, if duly executed by the parties, will supersede.

### **School Information:**

- The address: 22201 San Miguel St., Woodland Hills, CA 91364.
- The phone number: 818-347-9220.
- The contact person: Anoinette Brusca.
- The term: 5 year term from Fall 2012 to Spring 2017.
- The grade configuration: K - 5.
- The number of students: dependent upon E-cast
- The grade level first year: Kindergarten.
- The scheduled opening date: in alignment with district policy and of this writing it will be August 14, 2012.
- The admission requirements: Standard district policy and guidelines on admission.
  - See also Element 8: Admission Requirements.
- The number of rooms: 30
- The operational capacity: District based on the availability of classrooms
- The instructional calendar: Adherence to the district calendar.
- If space is available, traveling students will have the option to attend.

The bell schedule for WHECES will be:

Office Hours	7:30 am – 4:30 pm																																															
Campus Hours	Gates Open: <u>7:50am</u> Breakfast: <u>7:50am</u> All gates Close at 2:40 pm <b>EXCEPT</b> for gate on De La Osa nearest Auditorium <b>*After 4:30 pm the only other gate open will be the Gate on De La Osa nearest the upper yard to pick up students from YS PROGRAM.</b>																																															
Pupil Hours	<table border="1"> <thead> <tr> <th></th> <th><b>GRADE K</b></th> <th></th> <th></th> <th><b>GRADES 1-5</b></th> <th></th> <th></th> </tr> <tr> <th></th> <th></th> <th>Recess</th> <th>Lunch</th> <th></th> <th>Recess</th> <th>Lunch</th> </tr> </thead> <tbody> <tr> <td>Regular Day &gt;&gt;&gt;&gt;</td> <td>7:55-2:22</td> <td>10:00-10:20</td> <td>11:40-12:25</td> <td>8:05-2:32</td> <td>10:00-10:20</td> <td><b>Gr.1,2,3:</b> 12:05-12:50 <b>Gr.4,5:</b> 11:50-12:35</td> </tr> <tr> <td>Bank Day (Tuesday Only) &gt;&gt;&gt;&gt;</td> <td>7:55-1:22</td> <td>10:00-10:20</td> <td>11:40-12:25</td> <td>8:05-1:32</td> <td>10:00-10:20</td> <td><b>Gr.1,2,3:</b> 12:05-12:50 <b>Gr.4,5:</b> 11:50-12:35</td> </tr> <tr> <td>Shortened Day &gt;&gt;&gt;&gt;</td> <td>7:55-1:47</td> <td>10:00-10:20</td> <td>11:40-12:25</td> <td>8:05-1:57</td> <td>10:00-10:20</td> <td><b>Gr.1,2,3:</b> 12:05-12:50 <b>Gr.4,5:</b> 11:50-12:35</td> </tr> <tr> <td>Minimum Day &gt;&gt;&gt;&gt;</td> <td>7:55-12:27</td> <td>10:30-10:50</td> <td></td> <td>8:05-12:37</td> <td>10:30-10:50</td> <td></td> </tr> </tbody> </table>							<b>GRADE K</b>			<b>GRADES 1-5</b>					Recess	Lunch		Recess	Lunch	Regular Day >>>>	7:55-2:22	10:00-10:20	11:40-12:25	8:05-2:32	10:00-10:20	<b>Gr.1,2,3:</b> 12:05-12:50 <b>Gr.4,5:</b> 11:50-12:35	Bank Day (Tuesday Only) >>>>	7:55-1:22	10:00-10:20	11:40-12:25	8:05-1:32	10:00-10:20	<b>Gr.1,2,3:</b> 12:05-12:50 <b>Gr.4,5:</b> 11:50-12:35	Shortened Day >>>>	7:55-1:47	10:00-10:20	11:40-12:25	8:05-1:57	10:00-10:20	<b>Gr.1,2,3:</b> 12:05-12:50 <b>Gr.4,5:</b> 11:50-12:35	Minimum Day >>>>	7:55-12:27	10:30-10:50		8:05-12:37	10:30-10:50	
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Inclement Weather Schedule	11:00-11:30 Rooms: Kindergarten with room partners 11:30 –12:00 Rooms: Grade 1 and 2 with room partners 12:00 -12:30 Rooms: Grade 3 and 4 with room partners 12:30 – 1:00 Rooms: Grade 5 has no room partners- coverage will be provided																																															

### Students the School Proposes to Serve

Currently, the school accepts children who live within our local school boundaries and a limited number of SAS permits on a space-available basis. Some facts about the current and target population:

- Consistently exceeds established district Academic Performance Index (API) benchmarks and meets No Child Left Behind (NCLB) requirements as it relates to student each year.
- Currently considered to be one of the highest-performing schools with an API of 955.
- Higher number of identified 2-5 gifted children than LAUSD average (40% of students are identified Gifted & Talented compared to the district goal of 6%).
- Number of ELL students has averaged 12 a year for the last 5 years
- Special education students make up 7% of the 2011-2012 population.
- Larger class size means that some classes are comprised of gifted, special education, ELL, twice exceptional students as well as our typical students.

In the last five years, our enrollment numbers have fluctuated slightly with an average of 700 students over that time period, which is our target number. With the increase in class sizes starting in the 2009 school year, enrollment declined slightly as many of our local families turned to other options presumed to offer better educational programs, including private school, and magnet programs at schools like Sherman Oaks Center for Enriched Studies to matriculate to Middle School.

WHECES site is a conversion of the LAUSD School, Woodland Hills Elementary. We are located in the West San Fernando Valley and have the distinction of being one of the top ten schools in the state and lie on the western border of LAUSD boundaries. The school opened in 1925.

In the immediate geographic area of WHECES, there are 26 private and public school options available for families that reside within a 3-mile radius of our school (see chart). We are essentially competing to maintain its

status as the highest quality education available for our community. Our intent is to preserve our core population while at the same time opening our enrollment to an even broader base of students to strengthen the diversity of the school. We are committed to the continuing search for and referral of underrepresented populations. We believe that by becoming a more diverse school that embraces children of all ethnic and socioeconomic backgrounds, we will foster a deeper appreciation for the diversity inherent in Los Angeles and the greater global community.

DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE

(SURROUNDING SCHOOLS DATA)

LAUSD Schools	# of Students	Multi-Track School?	Program Improvement?	Schoolwide Growth Target Met?	Subgroup Growth Target Met?	API Score	State Ranking	Similar Schools Rank	Eligible for Free / Reduced Lunch	Special Ed. Students	ELL Students	Ethnicity #1	Ethnicity #2	Ethnicity #3
<b><i>Our School: Woodland Hills ES</i></b>	<b>702</b>	<b>No</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>955</b>	<b>10</b>	<b>9</b>	<b>6%</b>	<b>8%</b>	<b>1%</b>	<b>70% White</b>	<b>11% Latino</b>	<b>9.8% Asian</b>
<b>Calabash</b>	354	No	No	Yes	Yes	879	8	2	15%	12%	12%	62%	16%	10%
<b>Serrania</b>	672	No	No	No	No	860	9	3	21%	10%	8%	56%	17%	12%
<b>Welby Way</b>	761	No	No	Yes	Yes	953	10	2	21%	10%	8%	57%	17%	12%
<b>Calvert</b>	412	No	Yes – PI-4	No	No	786	3	1	51%	21%	12%	42%	31%	15%
<b>Woodlake</b>	591	No	No	Yes	No	859	8	2	21%	12%	11%	57%	18%	15%
LAUSD Schools	# of Students	Multi-Track School?	Program Improvement?	Schoolwide Growth Target Met?	Subgroup Growth Target Met?	API Score	State Ranking	Similar Schools Rank	Eligible for Free / Reduced Lunch	Special Ed. Students	ELL Students	Ethnicity #1	Ethnicity #2	Ethnicity #3
<b>Chime</b>	367	No	No	Yes	Yes	839	6	1	<b>n/a</b>	n/a	6%	59%	18%	13%
<b>Ivy Academia</b>	1,026	No	No	Yes	No	846	7	8	<b>10%</b>	7%	4%	48%	28%	10%

**WOODLAND HILLS ELEMENTARY**

GOAL 1: 100% GRADUATION	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. Four-Year Cohort Graduation Rate								60%	63%	70%
B. Students On-Track for Meeting A-G Requirements								38%	50%	75%
GOAL 2: PROFICIENCY FOR ALL	School Baseline				School Annual Target			LAUSD Annual Target		
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
A. English Language Arts, Elementary:	89%	90%	90%	87%				60%	67%	74%
B. English Language Arts, Secondary:								45%	50%	54%
C. Mathematics, Elementary: Proficient & Advanced	93%	97%	94%	94%				69%	75%	82%
D. Mathematics, Secondary: Proficient & Advanced								36%	41%	47%
E. 3rd Grade Proficiency Rate in English Language Arts	82%	81%	84%	81%				49%	55%	62%

F. P	55%
G. R	27%

**PERFORMANCE METER - DATA SUMMARY SHEET**

**WOODLAND HILLS ELEMENTARY**  
22201 SAN MIGUEL ST WOODLAND HILLS 91364

**Student Demographics (2010-11)**

Total Students Enrolled: 894			
African American	8%	English Learners	1%
American Indian	1%	Reclassified ELs (RFEP)	2%
Asian	10%	Students with Disabilities	8%
Filipino	2%	Economically disadvantaged	6%
Latino	11%	Identified Gifted - All	20%
Pacific Islander	0%	Identified Gifted - African Amer	10%
White (not Latino)	70%	Identified Gifted - Latino	18%

**API**

	BASE	GROWTH	PTS	MET ALL	STATEWIDE RANK	SIMILAR SCHOOLS RANK
2006-07:	949	958	9	Yes	10	8
2007-08:	955	957	2	Yes	10	9
2008-09:	954	969	15	Yes	10	10
2009-10:	969	993	-6	Yes	10	9
2010-11:	963	955	-8	Yes	10	9

**AYP**

Met AYP 2010-11	Yes
Criteria Met	9
Criteria Possible	9
PI Year	
Year Entered PI	N/A

**GOAL 2: Proficiency For All**

English Learner Progress	2008-10	2010-11	English Learner Accountabilities	MET	2008-10	2010-11
Scoring Proficient on CELDT	55.0%	44.4%	AMAO 1 - CELDT Annual Growth			
Scoring Basic or Above on CST ELA	75.0%	71.4%	AMAO 2 - Attaining Eng Prof < 5 Yrs > 5 yrs			
Passing English with a "3" or "4"	66.7%	63.5%	AMAO 3 - Proficiency in ELA	--	66.7%	63.2%
			Proficiency in MATH	--	63.3%	64.7%
Reclassification Rate Trend:	43.8%	33.3%	30.0%			

**Students With Disabilities (SWD)**

% Basic and Above	2008-10	2010-11	Chg
CST ELA	90.9%	82.5%	-8.4
CST Math	95.5%	87.8%	-7.8

**Students With Disabilities (SWD)**

% Basic and Above	2008-10	2010-11	Chg
CMA ELA		100.0%	
CMA Math		100.0%	

**CST TRENDS: English Language Arts**

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2006-07	2007-08	2008-09	2009-10	2010-11	2006-07	2007-08	2008-09	2009-10	2010-11			
All Students	431	445	427	432	428	88.4%	88.8%	89.9%	90.0%	88.9%	-3.1	-1.5	-0.4
African American	25	29	25	27	31	84.0%	79.3%	80.8%	92.6%	87.1%	-5.5	3.1	0.8
Asian	49	48	45	15	95.0%	93.8%	93.3%	93.3%	93.3%			-2.6	-0.7
Latino	33	36	37	50	48	84.8%	80.6%	86.5%	78.8%	87.5%	8.7	2.7	0.7
White	318	324	314	341	330	88.1%	90.4%	90.4%	91.8%	89.4%	-5.4	-1.7	-0.4
English Learner													
SWD	44	46	38	44	40	83.6%	80.0%	83.2%	88.2%	57.5%	-10.7	-5.1	-1.5
Socio-Eco Disadv	16	20	14	20	20	58.3%	80.0%	85.7%	90.0%	78.7%	-13.3	20.4	5.1

**GOAL 3: 100% Attendance**

Attendance Rate	2008-10	2010-11	Chg
Staff	95.0%	95.8%	0.9
Student	97.0%	97.1%	0.1
Student tardancy	4.0%	2.7%	-1.2

**Percentage with 96% or Higher Attendance**

	2008-10	2010-11	Chg
Staff	75.5%	69.0%	-7.6
Student	75.7%	75.2%	-0.5

**GOAL 4: Parent and Community Engagement**

Parent Survey	2008-10	2010-11
% of Parents that responded	37.3%	33.8%
% Strong Agree or Agree		
Opportunities for Involvement	86.1%	97.3%
Feel Welcome at school	93.0%	97.3%
Talk with Teacher About Child's Schoolwork	80.9%	86.0%

**CST TRENDS: Mathematics**

Subgroup	Students Tested					% Proficient & Advanced					1 yr Change	5 yr Change	Avg per yr
	2006-07	2007-08	2008-09	2009-10	2010-11	2006-07	2007-08	2008-09	2009-10	2010-11			
All Students	431	445	427	432	430	91.9%	93.3%	96.5%	94.4%	94.0%	-0.4	2.1	0.5
African American	25	29	25	27	31	98.0%	86.2%	88.5%	96.3%	87.1%	-9.2	-8.9	-2.3
Asian	49	48	45	15	100.0%	100.0%	97.8%	100.0%	100.0%			0.0	0.0
Latino	33	36	37	50	49	93.9%	88.9%	94.6%	90.4%	91.8%	-1.4	-2.1	-0.5
White	318	324	314	341	330	90.3%	93.5%	97.1%	95.0%	94.5%	-0.5	4.2	1.9
English Learner													

13-14	76%
13-14	79%
13-14	50%
13-14	1,506
13-14	90%

## **Other Applicable Characteristics of the Population Served**

Our primary goal-and biggest challenge- is to continue to provide students with an academically rigorous program that not only meets the minimum standards established by the state, but is differentiated and enhanced in such a manner that challenges and enriches the educational experience of all students and WHECES.

If we are successful in our goals, we anticipate retaining more students (through fifth grade culmination), offering an exceptional educational option, and becoming the superior choice in schools to families in the Woodland Hills community, as well as students who reside in other parts of the district and are eligible for a permit.

## **Woodland Hills Elementary Charter for Enriched Studies Mission and Vision**

### **Mission Statement**

Woodland Hills Elementary Charter for Enriched Studies is a neighborhood school where children come first. All stakeholders are devoted to inspire and prepare students to achieve their highest potential academically, respect and tolerate others, nurture a love of learning, and stimulate their inherent creativity. We strive to give our students critical thinking skills, develop them physically, socially and emotionally, and provide the essential tools necessary to compete in the 21<sup>st</sup> century so they may become lifelong learners, responsible citizens, and innovative thinkers in an ever-changing diverse society.

### **Our Motto**

“Creating pathways for critical and innovative thinking”

### **Vision**

WHECES fosters the development of creative thinking, rigorous problem solving, respect for individual differences and high ethical standards.

WHECES prepares our students to be fully participating citizens and leaders of the 21st Century through an academically challenging program based on Common Core and California State Standards.

WHECES is an SAS school committed to providing our students with a rigorous and relevant education by creating a safe and supportive environment.

WHECES will use Best Practices beginning in Kindergarten that collaboratively spirals through each grade level creating a rock solid foundation to lead our students through college and beyond.

## **21st Century Learners**

Given that the purpose of public education is the development of the whole child as well as the development of genuine learning skills, we believe that children of the 21<sup>st</sup> century must be engaged in experiences that lead to insightful, inclusive, meaningful, productive, flexible and adaptable learning. The students of WHECES will be actively involved in their learning, both in determining the nature of their educational extensions and in being active participants in the learning experiences provided.

At WHECES, we understand that society in the 21<sup>st</sup> century is both global and technological, where change is the only constant. We must be resilient and adaptable, able to process and evaluate information quickly and judiciously. We must embrace ethnic and cultural diversity as the farthest corners of our world become accessible.

We must respect divergent viewpoints and alternative learning styles, as well. We will need compassionate and conservation minded problem solvers who will be equipped with the tools to solve the as-yet unknown problems in our future.

The global mindedness and the technology-propelled nature of society tells us that graduates of WHECES must be able to think critically, reason, question, conserve, empathize, and adeptly employ the scientific methods of investigation. They must also remain intellectually flexible, think about complex systems, and think holistically, abstractly, and creatively. They must be risk takers.

WHECES graduates will be sensitive to the notion that they must conserve the world's dwindling natural resources, as well as be sensitive to others with whom they share this planet. They must understand societal institutions as well as the complexity and fragility of their natural world.

WHECES students will reason, question and inquire. They can apply the scientific method of investigation. Our students will be intellectually flexible and able to think about complex systems whether abstractly or creatively.

To be effective in the 21st Century, students must be able to exhibit a range of functional and critical thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem solving, communication, and collaboration. One needs the ability to collaborate and make individual contributions on a global scale in order to work and contribute to the modern world.

### **How Learning Best Occurs**

WHECES agrees that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals. Teachers, parents, and community members, in order to inspire students to learn, must collectively create a culture that reflects this priority. Teachers, parents, and community members also need to remain collectively committed to their own learning as providers of educational rigor and academic excellence.

WHECES realizes that learning best occurs when stakeholders collaborate to create and provide this culture of academic excellence to each and every child. Working together to promote educational rigor fosters shared learning, rich and meaningful exchanges, and respect for the diverse nature of the modern global experience.

### **Developing Lifelong Learners**

Through educational excellence, WHECES will encourage and enable students to become active, lifelong learners. It will be a safe, supportive, and challenging environment that develops and nurtures students' learning potential through integrated, multi-disciplined learning experiences. Well-qualified teachers and support personnel, as well as diverse classrooms, will provide optimal opportunities for every child to be supported in their educational development. Multiple modalities of learning and differences of abilities among students will be addressed through flexible groupings, a rich and varied instructional methodology, and a collective commitment to collaboration.

## **A Typical Day at WHECES**

Nestled in the tree filled hills of the west San Fernando Valley, you will find a well-maintained beautiful school with Spanish tiled roofs which was constructed in 1925. As you approach the campus, you will note lovely murals, manicured planters, a beautiful reading garden, and several well-equipped play yards. But, what is most striking is the eager, hard-working, and happy learning community housed on that beautiful campus.

Teachers, staff, parents, community, and, of course, students are justifiably proud of the continuous stellar test scores that remain above 950 year after year. Our score of 955 this year may be wonderful but our staff is always

working and reaching for that 1,000 mark. However, the real proof of this unique learning culture is the energy and relationships which takes place within its walls. Every corner of our campus is used to provide services to our diverse student population. Visitors to our school will find a well-stocked and well-used school library, a computer lab used to support our students’ technological competence, a physical education program designed to build skills and healthy lifestyles, as well as two music programs, and an evolving art program designed to meet art standards and support creativity in all students. Each of these programs reflects a school/community partnership which provides all students with an equitable opportunity to enrich a rigorous and relevant academic program.

A visit to our classrooms will reveal a seasoned and well-educated, highly-qualified teaching staff which is passionately dedicated to the concept that all students are entitled to the highest-quality education. Teachers and paraprofessionals work well beyond the school day and the school year to create a nurturing and inspiring environment, both stimulating and child centered. You will find evidence of high expectations, both behaviorally and academically. Students are challenged to take responsibility for their own learning. Teachers are continually being educated about differentiation to assure that all students, including Special Education students, Gifted and Talented students, English language learners, and at-risk students, have access to a stimulating and appropriate education. All our students are fully included in general education classrooms, receiving the appropriate support through classroom accommodations, resource teacher and paraprofessional support and itinerant teacher support to assure access to rigorous grade level standards. Even after school hours, students have access to tutoring and additional courses intended to enrich an already powerful educational experience.

The exceptional work done in the classroom could not be fully realized without the selfless and dedicated assistance of our parents and community. In classrooms, in the library, in our physical education programs, and in our healthy lunch programs, dedicated volunteers are essential to support a quality experience for all children. Our school booster club, Parents and Teachers Together (PATT), raises funds to support enriching activities for all students at the school. Numerous neighbors and community businesses participate and support the educational goals of our school.

We warmly welcome visitors to experience the exceptional environment at Woodland Hills Elementary School where every adult is committed to engaging children at their current level and encouraging them as they progress toward meeting and exceeding challenging academic standards and fostering a lifelong love of learning. Below is the general overview of the day to day routine at our school.

<b>Activity Time Block</b>	<b>Description Structure &amp; Strategies</b>	<b>Integrated Opportunities for</b>	<b>Outcomes</b>
<b>Morning Routine</b> Community Assembly(&Morning Announcements) 8:00-8:15am	Morning assembly, held once per month; augmented by principal announcements, Students of the Month, school events and PATT presentations	-Flag Salute -Character counts -Recognition of attendance -Dedications/inductions	-Engage all community members in one setting, consistently -Venue to dispense timely, critical initiatives(such as CST test prep, student code of conduct, and upcoming events -Enlist broad-based stake holder participation -Opportunity to celebrate and reflect on achievements

Language Arts Block 8:05-10:00am	Team teaching in flexible groups of standards-based content using Treasures, enhanced with Core Literature -Lecture/discussion -Teacher collaboration -Departmentalized thematic unit extensions -Universal Themes	-Cooperative Grouping -Differentiated curriculum for different learning groups -Accelerated Reader -Hands-on, inquiry based instruction -Literature circles Red Hot Root Words -Wordly Wise -Flexible Grouping	-Provide a stimulating, engaging & challenging environment for each and every student -Cross disciplinary projects as means to enhance critical thinking, resourcefulness -Cross curricular learning through the creative use of technology to create end products that meet all learning modalities -Effective writing, speaking and comprehension skills
Independent Work Time 10:20-10:50am	-Writing Extensions -Thematic Unit Extensions -Differentiation (GATE, ELL, Resource) Re-teaching Skills	-Library -Computer Lab -Learning Center	-Grade level reading -Critical reading and math skills -Writing process and revision
Mathematics Block 10:50-12:00	-enVision Math -Departmentalized Instruction -Cooperative Learning -Hands-on Manipulative Math -Intervention	-Flexible Grouping -Hands-on equations -Marilyn Burns -Marcy Cook	-Students reach benchmark, proficient or advanced levels of proficiency in district, state and teacher generated assessments -Refined teaching content with supplemental sources to create students who effectively apply math problem solving skills to real world scenarios
Lunch 12:40-1:10	-Sustenance -Recycle -Physical Activities	-Student Council Recycling -Nutrition Partnership	-Global awareness -Cooperative play -Character education
Afternoon Routine Social Studies Science and Art Block 1:00-2:37	-Standards-based curriculum - Interactive/hands-on modalities to illuminate abstract concepts.  These days alternate to allow for a concentration of activity on alternating days	- State and district standards- based curriculum - Interactive activities & models - Hands-on Science Lab - Science Journals - Simulations - Learning through the arts, musicals, multicultural dances, studying photography and paintings - Exhibits and Presentations - History simulations - Field Trips - Too Good For Drugs - Character Counts - Second Step	- Full integration of arts & academics with real world examples - Cause& Effect -Citizenship -Understanding of the world we live in - Connection of History to modern life

Afterschool Programs 2:30-6:00	-Woody's Club -Youth Services -PATT Enrichment	-Social development -Physical development -Artistic opportunities -Scientific exploration -Academic support -Musical development -Technology skills	-Independent thinking -Curriculum enhancement -Team building
Parent Ed 6:30-8:00	-Gifted/Talent -Homework Help -Parent in Control	-Parents to share experiences and successes -Support from professionals	-Better understanding of students with exceptional abilities -Parenting skills -How to address bullying -Academic strategies
Classroom Integrated Enrichment	PE /Music /Dance/ Theatre Depth & Complexity Acceleration Habits of Mind Art Trek Media Lab	-Our school is unique in that we'll have an enrichment program embedded in our classrooms on a daily basis.	Express through various art forms, knowledge and understanding of other disciplines. Students will examine and formulate deeper understandings by integrating the arts.

## **Instructional Program and Curriculum**

### ***Framework and Teaching Methodologies***

WHECES' proposed teaching methodologies are framed around differentiated and experiential, or inquiry-based instruction through thematic units in a cooperative group setting. Supporting these methodologies, WHECES teachers will utilize departmentalized instruction to provide professional development by grade-level experts and instructional leaders. All our methodologies will be supported by authentic assessments.

### ***Instructional Framework***

WHECES' curriculum is based on the California state standards and Associated Frameworks 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 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.

### ***Teaching Methodologies***

The teachers of WHECES, as well as the leadership team, 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*—Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.

*Clear Expectations*—Teachers clearly define and articulate state standards in student-friendly language to ensure academic goals are attained.

*Collaborative Groupings*—Teachers create small groups in order for students to interact with their peers. Students share their thinking processes to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork.

*Criteria Charts/Rubrics*—These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives.

*Direct Instruction*—Teachers use carefully planned direct instruction to teach standards-based lessons.

*Guided & Independent Practice*—We provide students with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught.

*Small Group Instruction*—Teachers create small groups to target students who need extra instructional time as well as preview and review to master grade level standards.

*Differentiated Instruction*—Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding state standards.

*Higher-level Thinking*—Teachers design lessons that develop critical thinking skills, are used to solve higher order problems with depth and complexity. Students are encouraged to utilize the highest stages of Bloom's Taxonomy such as synthesis, analysis, and evaluation. Students use Kaplan strategies to explore curriculum using depth and complexity prompts, content imperatives, and universal themes. Teachers can tailor the curriculum to challenge students based on their interests and abilities.

*Integration of the Arts*—Teachers and curriculum specialists use drama, dance, music and visual arts to enhance their students' thinking and learning experiences.

*Experiential Learning*—Students learn by doing. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that our students are able to process, analyze, and conceptualize the experience.

Adhering to the proposed instructional framework and teaching methodologies ensures WHECES' instructors can successfully meet the needs of all students which include these subgroups: Gifted, High Achieving, "Twice Exceptional", Special Education, English Language Learners, Under-Achieving/Non-Proficient, General Education, and the Socioeconomically Disadvantaged.

### ***Instructional Scope and Sequence***

The scope and sequence of skills to be taught across the grade levels and the different subjects the school plans to teach have been ***outlined below***. All California state standards will be addressed with cross grade-level planning so students receive consistent instruction. As a school for Enriched Studies, we view enrichment as challenging, innovative curriculum that is integrated into everyday teaching and presented to *all* students.

### ***How the Curriculum Addresses California Content Standards***

All components of the WHECES' curriculum plan conform to math and language arts frameworks for California public schools. All instruction will be standards-based and assessed by the California standards tests as scheduled by the Department of Education and the Los Angeles Unified School District. We will start the integration of the Common Core Standards in the fall of 2012.

The teaching community at WHECES, which includes staff, parents, and community partners, recognizes that the mission to fully educate students requires a commitment that all students meet or exceed the rigorous State

standards and the coming Common Core Standards. Our collaboratively produced Single Plan for Student Achievement (SPSA) establishes the process by which teachers, staff, parents, and community work together to support every student in achieving that goal. The SPSA envisions an orderly system whereby standards achievement is measured by multiple, meaningful assessments, which in turn drive instruction.

The staff is well-versed in grade level standards and embraces yearly professional development to stay in touch with the latest advances in pedagogical research. The curriculum used is research based and developed to ensure that every student has equitable access to meet or exceed those standards.

### ***Integrated Enrichment for Grades K-5***

The following is a general description of the school-wide enrichment program today, how each element is fully integrated into the curriculum, and the evidence of research that supports the value of this approach to educating a diverse student population.

- Enrichment programs are fully incorporated into the appropriate grade-level curriculum for all grade levels and meet or exceed the established California Content Standards. Qualified specialists to teach these programs, which include dance, fine arts, music, physical education and computer lab, are currently hired through a collaborative process involving the PATT (Parents and Teacher Together) with input from the principal. This collaboration continues each year when the administration, faculty, and PATT schedule instruction in these specific areas into the school day so that every student in our diverse population has the opportunity to participate.
- We have qualified as a California Distinguished School.
- Our entire school community focuses on a rigorous curriculum that exceeds the state content standards for all core curriculums.
- Teachers establish a Universal Theme for the year to connect, compliment, and enhance understanding across the curriculum and grade levels.
- Students will use Sandra Kaplan's strategies of depth and complexity to enrich all core curricular areas.
- Students will show a commitment to connect subjects across the disciplines.
- Students will use strategies to encourage differentiated learning.
- Students will theorize and view subjects and situations through the eyes of a Disciplinarian.
- The physical education program provided to all grades is a supplement to the state standards. This enrichment activity is an important component to providing our students with a healthy mind and body. This program also enhances the concepts of team sports and good sportsmanship while incorporating fairness in competition. Many schools often overlook a strong physical education program, but at WHECES, we understand the importance of integrating the theory of physical education with organized and structured play.
- Access to a regular physical education program can enhance all aspects of development including academic performance, movement knowledge, motor skills, and self-esteem. These benefits can be achieved through a quality physical education programs. For optimum results programs should be regular, frequent, developmentally appropriate, success-oriented, and instructed by trained physical education teachers
- Field trips for curricular areas are enthusiastically supported.
- Our library is stocked with dozens of enrichment DVDs to supplement our curriculum, and there is state-of-the-art technology provided for the viewing of materials from many sources.
- Students will utilize all learning modalities (kinesthetic, visual, and auditory) in all disciplines.
- Dozens of enrichment classes are offered on our campus throughout the year. A few examples are: musical theatre, guitar, fencing, Garage Band, and Claymation filming.
- A volunteer-run safety group wears vests, places cones, and supervises the morning drop-off.
- WHECES will seek to continue to provide this additional enrichment programming for all students in the future.

### ***Language Arts***

'Treasures' Language Arts Program is used in every classroom to provide consistency in instruction and assessment. This research-based English Language Arts program builds the skills needed for all students to become excellent readers and writers, skills essential for every learner.

- All grades provide opportunities for advanced students to participate in accelerated reading groups that explore literature extensions.
- Students will use thinking maps to organize thoughts and make connections.
- Develop students' reading, writing, listening, and speaking skills to support academics across disciplines.
- Develop critical reading skills.
- Enhancing reading using literature circles, Treasures, Wonders, Core Literature, SDAIE strategies, and Kaplan prompts to analyze depth and complexity.
- Critique, justify, and theorize in compositions/writing across disciplines.
- Develop students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as integration of language arts embedded across curriculum.
- Apply vocabulary development in written, oral, illustrated, and dramatic format.
- Demonstrate critical thinking skills specific to Bloom's Taxonomy.
- Write across all genres specific to grade-level standards including narratives, poetry, expository writing, letters, imaginative narratives, folk tales, fairy tales, persuasive essays, and biographies

## ***Math***

Our math program follows the instructional guide established by our local district to enable all students meet and exceed rigorous state standards. Teachers understand that math is the gatekeeper to college, and that the essential math concepts students need to be successful in algebra and geometry begin to be learned in Kindergarten. Teachers use engaging lessons that allow students to gain a deep understanding of concepts rather than learning only the algorithm without understanding the process.

- All grades use manipulatives, games, and math tools to encourage a deeper understanding.
- Teachers will enhance mathematics using en Vision enrichment materials and website, and various websites such as IXL to be used during computer lab classes.
- Teachers will focus on developing all students' skills necessary to solve word problems.
- Develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes.
- Develop understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability.
- Apply math skills to daily problem-solving situations.

## ***Science***

In science, we have adopted a hands-on experiment-based program designed to give each student the opportunity to learn science by doing. Students are encouraged to be scientists; they wonder, hypothesize, experiment, observe, and gather data.

- Our school uses an experimentally based FOSS Science program that is well-structured and exciting.
- We are constantly improving our Science Lab space, so all grades will have a place where the tools, and materials can provide optimum hands-on experiences in science.
- The sciences are taught as a cumulative learning process that builds upon prior knowledge and experiences

as students progress through the grade levels.

- The scientific method is taught and practiced throughout our grades.
- Students are encouraged to understand the need for eco-friendly products and life-changes to improve our local and global community through our Student Council recycling program.
- Teachers will help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness
- Help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness.

### ***Social Studies/History***

The Social Studies curriculum at our school allows students to learn historical and geographical facts and provides many opportunities to conduct research using multiple resources. The use of primary sources is stressed. Students have the opportunity to present scholarly research not only in traditional modalities, but in a number of creative manners such as Power Point presentations, videos, dramatic, and visual presentations. All students have the opportunity to learn about the multiple cultures represented at our school and in the community at large.

- Students will understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods
- Through critical thinking skills, students will relate over time historical events and be able to find parallels and patterns
- Students will interpret geographical and historical information to draw conclusions
- Students will understand cause and effect of historical events
- Using role-play, simulations and interactive units, students will gain first-hand experiences
- Multicultural days are observed through many curricular activities
- Holiday performances are scheduled.

### ***Technology***

- All classes have been updated with Elmo technology
- All classes have computers, iPad's and printers
- All classes participate in a computer enrichment program where each student has his/her own computer during their scheduled time. A trained computer teacher assists in building technological expertise through lessons such as PowerPoint, Word, keyboarding, Excel, pamphlet creations, Photoshop, and report products that include imported internet information, curriculum support, iMovie, unit extensions, Garage Band, logic training, and links to global organizations. *"Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on afterthought or an event."* Heide-Hayes Jacobs, Educational Consultant 2007

### ***Arts***

While there is a strong emphasis on academic rigor, art standards are incorporated throughout the curriculum, both within the classroom and out. The school incorporates two different music programs, teaching grade level standards and allowing all students to perform. Parent volunteers work with teachers to provide visual art education to every student that culminates in a school-wide art show.

- Students are exposed to the arts and learn to think creatively and solve problems by imagining various solutions.
- Parents are utilized as docents in a school-wide Arts Trek program
- We have extensive programs that include all students
- Teachers work collaboratively to promote the four areas of art education: dance, music, theatre, and visual arts.
- Weekly ballroom dancing for our fifth graders culminates with a dramatic graduation production.
- We have a biyearly choral performance.
- Art Card creations are a prosperous and exciting fundraiser.

- Several grades perform year-end dramatic shows in their classrooms.
- Various assemblies during the year expose the students to many art forms such as: Jazz Concerts, students performing pieces of Dr. Seuss stories to kick off literature week and the Book Fair, and grade-level productions centered on their literature and social studies curriculum.
- We have several murals completed and an on-going tile wall created by students.
- All of our arts activities are designed to integrated subjects with other core curricular subjects.
- The music curriculum at each grade level supports the language arts, social studies, and science curricula while meeting the California State Music Standards.

### ***Intervention***

- DIBEL system is used to specifically assess students' knowledge to promote targeted interventions.
- Teachers work daily with at-risk students in small groups throughout the school day.
- Throughout the year, evening classes are given to parent volunteers to more effectively help support the curriculum during pull-out time.
- Credentialed limited contract teacher are used to evaluate, support learning with use of classroom teacher's lessons, monitor, and report progress for any students not already participating in our Resource Program struggling to meet any academic standards. (if affiliated status granted and agreed to in budget)
- We encourage community members to share their expertise with our students.
- Many teachers volunteer to tutor at-risk students after school.

### ***Parent Communications***

- Frequent recorded messages are relayed from our principal regarding current events and concerns.
- A monthly newspaper goes to every student
- The school web-site is updated daily with class and campus information, links, and videos
- Daily homework planners are provided.
- Scores for Treasures, academic tests, and District Quarterly assessments are sent home
- Academic warning notices are sent in time for intervention to improve situations.
- Earned Complimentary Reports are sent to praise and encourage exemplary work
- Conferences are available upon teacher discretion with appointments made in writing, online or by phone
- Walk-in policy for access to our principal
- Room parent team meets regularly and disseminates information through phone calls and E-Mail
- Teacher/parent E-Mail is available on most of our staff sites.
- Monthly School Assemblies with announcements from PATT and school event updates
- We encourage opportunities for our parents to volunteer in class, help with web-sites, use their expertise, raise money, participate in career days, participate in all school functions, belong to our school governance programs, and involve themselves in committees such as PATT., SSC., and the Governance Council

## **Specific Enrichment for Each Grade Level**

The following is a closer look at what specific extensions and enhancements each grade level uses every day to enrich the lives of all students at WHECES.

### ***Kindergarten Enrichment***

#### ***Language Arts***

- Students will have a daily journalizing activity with phonetic spelling with emphasis on conventions, writing whole words including c/v/c words, high frequency words, and words with long vowels and digraphs.
- Teachers introduce the Writing Process by applying Thinking Maps which leads to writing three sentences on topic by year's end.
- Students will perform oral presentations and learn to speak publicly.
- Use of Treasures and Modern Curriculum Press to enhance reading and support vocabulary development

whether written or oral.

- Use of enriched weekly vocabulary words as well as enhanced use of synonyms to develop high level writing and speaking
- Weekly poetry books to connect figurative language with visual presentations
- Theatre Performances related to literature

### ***Math***

- Extending patterns
- Use of money as part of morning business
- Advanced place value instruction
- Graphing is used daily—tally, bar, and pictographs used to enrich understanding of comparisons
- Zero the Hero Program is used to promote Base 10 understanding
- enVision, Math Their Way, manipulatives and math games are used to enrich math instructional concepts
- Math Journals are used daily in order to connect math skills with their daily lives

### ***Science***

- Experiential, hands-on science learning with FOSS CA
- Thematic approach to learning with themes such as Space, Ocean, Life Cycles, Bodies and Nutrition, Farm and the Five Senses
- Field Trips include a hands-on experience at a local farm
- In-School Science Experiences including a Mobile Marine Lab and Nocturnal Animal Visitation

### ***Social Studies***

- Rigorous curriculum enhances content standards for History/Social Studies
- Teaching of Tolerance and Diversity through multicultural celebrations and highlighting the impact of contributions that people made throughout history
- Explore elements of the local community and design a concrete representation through blocks and other objects in cooperative groupings
- Identify symbols to enhance their understanding of their community, state, country and world in which they live

### ***Technology***

- Weekly lessons in a lab setting on all aspects of internet navigation
- Sequential development of keyboarding skills
- Identify hardware components
- Teachers communicate via email and website to provide web-links and extra assignments to enhance student learning
- Use of instructional websites such as IXL Math, Spelling City, etc.

### ***First Grade Enrichment***

#### ***Language Arts***

- Spell-a-thon will heighten student interest in spelling lists.
- There will be writing projects that include interview techniques and use a five-step writing process. One example is writing letters to Veterans for various holidays
- Differentiated learning is implemented through creating groups based on strengths.
- Extend Treasures' Nature Themes through experiential field trips to Santa Monica Pier Aquarium, and In-School Field Trip from Moorpark College Exotic Animal Zoo
- Extension of lessons in a visual representation through Art Projects using tactile - kinesthetic modalities
- Thinking Maps
- Kaplan Icons

#### ***Math***

- Activities offer kinesthetic components that enrich the concept of 100 and culminating in a "100 Day Project"
- Teacher created lessons with depth and complexity to concretize mathematical concepts

- Use of Marcy Cook Math Activities for extension
- Math Journals to extend concepts

### ***Science***

- Ecology study of various habitats through hands-on activities and classroom rotations
- FOSS Curriculum extended through Off-Campus Field Trips and On-Campus visitations

### ***Social Studies***

- Students learn about multicultural holidays through art, music and stories.
- Visit from Community Members such as Health Professionals
- Diversity and Tolerance is explored through the exposure to notable historic events

### ***Technology***

- Weekly lessons on mastering mouse and keyboarding skills in a lab setting.
- Introduction to Word Processing
- Developing more critical internet browsing
- Development of Graphic Art through Pixie Software Program
- Spelling City for vocabulary and spelling
- IXL for math intervention and extension

## ***Second Grade Enrichment***

### ***Language Arts***

- Students use of performing arts to dramatize stories
- Students use art to illustrate vocabulary
- Use writing projects that include interview techniques and use a five-step writing process.
- Differentiated learning through flexible, dynamic grouping based on strengths
- Poetry Recital where students present poetry in unique and creative ways
- Present their writing through dramatic poems and plays

### ***Math***

- Students create models of equivalent fractions
- Graphing Projects on three different graphs which includes the bar graph, picture graph and circle graph. Students create a poster with a graph and a written explanation on interpreting the information.
- Design and create a board game or card game incorporating one of the topic areas.

### ***Social Studies***

- Wax Museum where students develop research skills on a biography, write a paper on what they have learned and present information orally by taking on the personality of the individual studied.
- Ancestor Reports where students research ancestors and their country of origin and then conduct a culminating oral presentation.
- Create an autobiography through a Power Point Presentation in 4 to 6 slides.

### ***Science***

- Three R's- Reuse, Recycle, and Reduce whereby groups research a topic, create a poster on the topic and present information orally
- Hands-on, experiential activities connected to FOSS Curriculum

### ***Technology***

- Weekly lessons on mastering mouse and keyboarding skills in a lab setting.
- Introduction to Word Processing

- Developing more critical internet browsing
- Development of Graphic Art through Pixie Software Program

### ***Third Grade Enrichment***

#### ***Language Arts***

- We use Dr. Sandra Kaplan's gifted icons to provide depth and complexity in our study of reading skills and strategies to drive our curriculum.
- Writing books are created in all third grade classes to show integration across the curriculum.
- Core literature enhances our reading anthologies.

#### ***Math***

- Math websites are available on the grade's website.
- Hands-on math activities are presented for all topics to encourage all types of learners.

#### ***Science***

- All three strands of science are routinely enriched through experiments using the scientific method. Students perform investigations that require inquiry and evaluations in order to appreciate the facets of all units.
- In order to fully appreciate the Matter and Energy unit, we create many hands-on activities to experience all of the facets of the unit.

#### ***Social Studies***

- Historically, we go to the local Chumash Indian Regional Center and see the canyon where our local tribes lived and how they survived on a daily basis. The students play the games and walk the area of their local Indian tribe as they see how to become more eco-friendly in their own community.
- Students develop an appreciation for Native American Culture by creating Native Art.

#### ***Technology***

- As shown in former and latter mentioned grade levels, there are many available links to all areas of our third grade curriculum and extensions.
- All students create a standards based PowerPoint Presentation utilizing internet research and computer skills.
- All elements of word processing software are explored and used

### ***Fourth Grade Enrichment***

#### ***Language Arts***

- Universal themes are established in the beginning of the year and all stories are spiraled back to that connection.
- CA Treasures/CCSS and Core Literature, Spelling City Online Program, Wordly Wise and Red Hot Root Words are all used to develop and extend comprehension, higher level thinking, grammatical, spelling and vocabulary skills.
- Weekly comprehension questions are given that foster the ability to interpret facts from the story and also encourage the use of Bloom's multiple levels of thinking. For example: critical thinking, drawing conclusions, and making inferences.
- Depth and Complexity is integrated with all stories and studies
- Thinking Maps are used to reinforce knowledge

#### ***Math***

- Group Projects, Manipulatives, Dynamic, Flexible Grouping based on mastery of skills are used to extend the enVision program.

- Conceptual content (Marilyn Burns) used often to deepen understanding
- Math Journals, IXL Standard-Specific Practice Online Program

### *Science*

- Project Based Learning
- FOSS- Independent Science Journal
- Power Point Presentations based on concepts
- Scientific based Plays

### ***Social Studies***

- Off Campus Field Trips: CA Missions vary by year.
- Our California enhanced through Project based learning- Mission Reports, Explorer Reports
- Three dimensional architectural structures of a California mission
- Incorporation of technology with Power Point Presentations, Videos to concretize events.
- Core Literature Historical Stories
- Historical-based plays

### ***Technology***

- Using the computer lab, the students create PowerPoint presentations to extend academic subjects that also educate the other students that view and evaluate the presentations.
- How to Research Online and Evaluate for Reliable Sources of Information
- Newsletters in Word
- Word processing and incorporating text and images from the internet

### ***Art***

- Study of Artists and Periods, such as cubism, impressionism, realism.
- Art from around the World

### ***Fifth Grade Enrichment***

#### ***Language Arts***

- Universal themes are established in the beginning of the year and all stories are spiraled back to that connection.
- Continuing the established extensions of Core Literature, Spelling City Online Program, Wordly Wise and Red Hot Root Words will further deepen, develop and extend comprehension, higher level thinking, grammatical, spelling and vocabulary skills.
- CA Treasures/CCSS - Students will conduct unit investigation projects with all Treasures units.
- Writing assignments connect across the disciplines
- Depth and Complexity is integrated with all stories and studies
- A Core Literature program is specifically aligned with the history standards to give the children a deeper understanding of Historical relevance.
- Thinking Maps are used to reinforce knowledge

#### ***Math***

- Group Projects, Manipulatives, Dynamic, Flexible Grouping based on mastery of skills are used to extend the enVision program.
- Cross content connections are made in Science and History
- Conceptual content (Marilyn Burns) used as often as deeper understanding
- Math Journals, IXL Standard-Specific Practice Online Program

#### ***Science***

- Culminating year end Science field trip to the Pali Institute for application and reinforcement.
- Science classes are focused on Universal Theme that connects all curriculum
- 4E's are embraced in investigations
- Project Based Learning
- FOSS- Independent Science Journal
- Power Point Presentations based on concepts
- Scientific based Plays

### ***Social Studies***

- Riley's Farm Overnight Field Trip provides the opportunities for real time experiential insights of the Colonial and Revolutionary War Periods.
- History simulations are used to enhance and deepen the meaning of events.

- We the People is integrated into the general curriculum
- Incorporation of technology with Power Point Presentations, Videos to concretize events.
- Core Literature Historical Stories
- Historical-based plays
- Freedom Book: Photographic Essay based on the Bill of Rights
- Opportunity to participate in History Day LA

### **Technology**

- Continuing from 4th grade, the students create more complex PowerPoint presentations to extend academic subjects that also educate the other students that view and evaluate the presentations.
- Extensive research is done for Historical and Scientific projects with teacher generated Web Quests
- Opportunities for student products using iMovie, podcasts with Garage Band, Timelines
- IXL for math intervention and extension
- Spelling City for vocabulary and spelling

### **Art**

- Art Trek Parent/Teacher collaboration for Study of Artists and Periods
- Art from around the World connected to Treasures Themes and Historical Periods
- Poetry Book to connect figurative language with visual representation

## **Meeting the Needs of the Targeted Student Population**

WHECES 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 special needs of the charter's population.

- Gifted/Talented Students: We are committed in engaging in comprehensive strategies for all students enrolled at WHECES. Teachers will begin GATE concepts, icons and thinking skills in Kindergarten and expand, enrich and extend those modalities at each grade level. Teachers will provide GATE students with 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, synthesis, and evaluation of this information. Additionally, the students will be awarded many opportunities to present outcomes in a variety of ways whether verbal, written, arts-based, or technology-based at their appropriate academic level.
- Special Education Students: We will mainstream, if applicable pursuant to their IEP, and given the opportunities to perform knowledge of content in a multi-modality format that exhibits their understanding of the lesson. Although we are only required to have 51% of our special needs students in the general education setting for 40% or more of the instructional day, we have 100% of our students meeting this goal.
- English Language Learners: Teachers will use the embedded ELL component in Treasures to ensure all students have access to learning. Students will be given the opportunity to perform the comprehension of the content in a format that exhibits their understanding of the lesson. We will reclassify all students as they meet district criteria.
- Underachieving/Non-proficient Learners: They will be provided intervention during independent work time in the classroom. In addition, teachers collaborate with limited contract teachers (if granted affiliated status and agreed to in budget) and paraprofessionals to target specific weaknesses in achievement, so students will be given the opportunity to exhibit their comprehension of the lessons taught. Our goal is to have every student performing at the proficient level and striving for advanced.
- General Educational Population: We will meet and exceed the state standards/benchmarks through the lessons being taught, and we will provide the opportunity to participate in differentiated lessons.
- Disadvantaged: WHECES will ensure that all students are provided with the necessary tools to succeed academically. Our WHECES parent organization will assist any family needs that arise.

## **Research-Based Instructional Program**

Evidence shows that the proposed instructional program will be successful with WHECES' targeted population based upon data relating to our current instructional program and student population.

With a focus on best practices in regards to the instructional program, WHECES' API has remained consistently over 950 and far exceeds district goals for the past five years. The API for 2010 - 2011 was 955.

Each year, teachers have offered a rigorous daily program of standards-based and differentiated instruction to give the general education population an opportunity to meet and exceed their levels of proficiency.

30% of our English Language Learner population reclassifies each year with a goal of all 5th grade ELL's transitioning to Re-designated Fluent English Proficient status. Teachers utilize ongoing assessments, collaboration, the embedded Treasures ELL resource, and team-teaching approaches to ensure our ELL students' progress in a solid foundation of reading, writing, listening and speaking.

WHECES 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 SST's (Student Success Teams) for students who are unsatisfactory in academics as well as work habits or behavior issues. SST meetings recognize the RtI2 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.

Validation Review (DVR) score was 99%. This evidence shows that our Special Education teams are meeting the needs above the district average 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 40% GATE population (as well as our High Achieving and SAS students which puts us closer to 60%) is higher in comparison to the district's norm of 6%.

An integral part of WHECES' instructional program, is a dedication to providing additional enrichment programs. Our teaching staff, together with experts in a multitude of artistic arenas, infuses excitement, motivation, and high interest into the learning experiences of each and every child at school.

## **Instructional Resources**

Treasures (K-5)  
enVision Math (K-5)  
We the People (5)  
History Alive (5)  
Foresman Social Studies (K-5)  
Foss Science California (K-5)  
Health & Wellness by McGraw/Hill (K-5)  
Bad Wolf Press (3-5)  
Hands-on Equations Marilyn Burns (K-5)  
Second Step (K-5)  
Too Good for Drugs  
McGraw/Hill Social Studies (K-5)  
Wordly Wise (4, 5)  
Red Hot Root Words (4, 5)



## **Highly Qualified Teachers**

Teachers will be recruited in accordance with NCLB criteria and District policy, procedures and collective bargaining agreements. Teacher staff will be asked to submit an application in accordance with Personnel Commission and District policies. In addition, our teachers need to undergo specialized training in differentiated instruction for GATE students as most classes are heterogeneously grouped with a cluster of high ability students. Teachers take 32 hours of initial training and 16 hours per year of GATE training to maintain their recency. The principal also maintains recency with 8 hours a year of professional development specific to GATE students.

## **Ongoing Professional Development**

Professional Development will be an on-going component of WHECES 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's needs and interests, which are then forwarded to the Governance Council for formalization of appropriate training and products. WHECES' professional development program will be subject to the approval, implementation, and scheduling by the entire staff. In addition, WHECES will participate in both site level and district professional development activities.

Our professional development plan is balanced to meet multiple strategic plans. There is a balance between training on strategic district initiatives, academic strategies, and grade level meetings where best practices can be shared, data analyzed and instructional practices reflected upon. Time is set aside for teachers to work in cross grade level teams. This articulation provides students with consistent, quality instruction from Kindergarten through fifth grade. All staff members are encouraged to self-select other learning opportunities including conferences, university courses, and district provided coursework. All teachers have received specialized training in Treasures, our ELA program. All fourth and fifth grade teachers have received math concept lesson training and specialized science training. Teachers have CLAD credentials and are proficient in utilizing SDAIE strategies for our English language learners. Our staff was recently trained on our school's Culturally Relevant and Responsive Education (CRRE) Action Plan. We are proud of the fact that our school has no achievement gap; our CRRE plan is designed to prevent an achievement gap from occurring by increasing awareness and understanding of the multicultural community in which our students live.

## **Academic Calendar and Daily Schedule**

WHECES will follow the Traditional Academic calendar set forth by the Los Angeles Unified School District utilizing block scheduling as follows: 8-11 am language arts instruction, 11-12 am Math instruction, last portion of the day for social studies, science, arts, and physical education. Please also refer to Typical Day chart on Pages 16-17 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 population.

## **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.

## **Meeting the Needs of Diverse Learners**

*English Learners*- Teachers will embed ELL in Treasures, and students will be given the opportunities to perform the comprehension of the content in a format that exhibits their understanding of the lesson. WHECES' goals are to help English learners:

- Achieve academic proficiency in all dimensions of the English language.
- Attain academic achievement in all subject areas.
- Develop a positive self-image
- Function effectively and harmoniously 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 systematically monitor and support children'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*** - WHECES will ensure that all students are provided with the necessary tools to succeed academically. Our WHECES parent organization will assist any family needs that arise.

***Gifted Students*** - GATE students may not always be considered special needs students, but as a School for Advanced Studies (SAS), our school recognizes that these students needed a specialized pedagogy and curriculum to keep them challenged and motivated. Historically, GATE students do not always meet grade level standards and often present behavior challenges because the curriculum is not differentiated to meet their unique needs.

Our GATE students are grouped for differentiated instruction by teachers who have received at least 32 hours of training in differentiated instruction. Teachers of GATE students must attend at least 16 hours of training annually in order to meet recency requirements.

Our GATE coordinator works with staff and parents to create and implement our school's GATE plan. Our GATE plan is among the few which has received the "exemplary" designation by our district. Among the differentiation strategies implemented in our GATE classrooms are experiential learning, in-depth researching, flexible grouping, tiered instruction, compacted curriculum, interest centers, and acceleration. Our GATE coordinator meets regularly with parents of our GATE students, investigates opportunities for teachers to attend special training sessions and workshops, and monitors the progress of GATE students. Parents are kept informed of local and LAUSD seminars and training intended for the parents of GATE students. They receive regular communications regarding seminars, conferences, and advocacy groups which support parents as partners in their child's education.

It should be noted that all our teachers are provided instruction about differentiated instruction. Every student is given the opportunity to receive differentiated instruction so that every student is able to access a rigorous and challenging curriculum.

***Students Achieving Below Grade Level*** - Even with a strong instructional program, some students need additional support. Based on individual student needs, we identify those at risk of not meeting standards. Teachers use all available information to determine what factors may be impacting the student's ability to access the curriculum. Any and all assessment data, such as DIBEL, MyData, Core K-12, etc., is used to zero in on the specific needs of the student. Our staff has been trained to provide culturally relevant and responsive education to meet the needs of African-American and Latino students. Teachers have CLAD credentials and provide appropriate teaching strategies such as SDAIE to meet the needs of English Learners. If students continue to struggle, we provide both in-class and after school intervention programs. Teachers and paraprofessionals collaborate to provide responsive intervention strategies. They receive support from the math and literacy coaches to provide needed interventions. These targeted students will receive further intervention from our limited-contract teachers (if awarded affiliated status and Governance Council agrees to budget) in collaboration with their classroom teacher. Our goal is to have each student performing at the proficient level.

***Special Education-*** The District shall continue to serve the needs of special education students enrolled in the affiliated Charter School 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.

## **Charter School Special Education Responsibilities**

### ***General Requirements***

WHECES 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 public education (“FAPE”). WHECES will also ensure that no student otherwise eligible to enroll in their WHECES will be denied enrollment on the basis of their special education status.

WHECES 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 WHECES.

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

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

WHECES shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

WHECES 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). WHECES will participate in internal validation review (“DVR”).

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

WHECES will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at WHECES.

### ***Transferring Students***

For students transferring to WHECES from District schools or District affiliated Charter Schools, WHECES will provide those related services required by the students’ IEPs immediately upon the students’ enrollment.

For students transferring to WHECES from other school districts, WHECES 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 student’s enrollment in accordance with state and federal law.

### ***Assessments***

The referral process shall include Student Success Team (SST) meetings to re- view prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI2) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, WHECES may determine that assessment is necessary to determine possible eligibility for special education programs and related services. Upon a parent’s request for assessment, WHECES will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If WHECES 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 WHECES 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. WHECES 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. WHECES will

make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District time- lines.

### ***Alternative Placements***

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

### ***Least Restrictive Environment***

WHECES will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students.

WHECES 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 WHECES. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

### ***Staffing Requirements***

WHECES 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.

WHECES will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. WHECES will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

### ***Student Discipline/Inclusion***

WHECES 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, WHECES will convene a manifestation de- termination IEP that includes District representation as set forth in the District's Policies and Procedures Manual. WHECES will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The current District-wide average percentage of students with disabilities is 10-13%. WHECES's outreach efforts should be geared toward aligning with the District-wide average. WHECES 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 WHECES.

### ***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 WHECES 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 WHECES initiates due process proceedings, both WHECES and the District will be named as respondents. Whenever possible, the District and WHECES shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

### ***Complaints***

The District will investigate and respond to all special education complaints the District receives pertaining to WHECES including the District's Uniform Complaint Procedures, Office for Civil Rights and California

Department of Education Special Education Compliance Complaints. WHECES 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.

### ***Funding of Special Education***

WHECES 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 WHECES 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. WHECES will contribute their fair share of SELPA-wide unfunded special education costs from their general purpose block grant monies.

### ***District Responsibilities Relating to Charter School Special Education Program***

As long as WHECES operates 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 WHECES staff.

### ***\*Modified Consent Decree Requirements***

All Charter Schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a con-sent 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 WHECES that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

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

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

## ELEMENT 2: MEASURABLE STUDENT OUTCOMES

*“The measurable pupil outcomes identified for use by 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)*

### **Vision for Student Outcomes**

WHECES' desired curriculum will include an integrated, inquiry-based K-5 curriculum closely aligned with California state and national standards in the core areas of language arts, science, math, and social studies. Cross curricular, project-based learning will be enhanced using music, art, and dance instruction and there will be a strong emphasis on hands-on, experiential, and innovative learning. The WHECES program embraces the following key elements:

*1. Standards are Essential:* Clear and public standards for what students should learn at bench mark grade levels are a crucial aspect of making sure we are meeting the academic needs of all students. They also serve as a guide for teachers, administrators, parents, and students themselves as to the specific basic knowledge and skills the students must master.

*2. Challenging Curriculum:* Standards won't make much of a difference if they are not accompanied by a rigorous curriculum that is aligned with those standards. We will begin to incorporate the Common Core Standards in the fall of 2012. The goal of the WHECES is provide a challenging, 21st Century curriculum that will not only meet but to exceed the minimum thresholds established by the district, the state, and the nation.

*3. Teachers Matter:* If students are going to be held to high standards, they need teachers who know the subjects and know how to teach those subjects. Strategies for significant and on-going teacher professional development using the selected curricula will be included in the WHECES program.

### **Desired Outcomes of the School’s Instructional Program**

**Language Arts:** Students will be able to read, write, listen and speak 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-algebraic manipulation and construction. Students will also create/generate their own real world word problems to gain further understanding of the applications of such processes.

**Science:** Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as Physical, Life, Earth and Ecology. Students will formulate their hypothesis and write experiments utilizing the scientific method as they engage in hands on critical thinking experiments in our indoor science lab.

**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 and the origins, functions, and sources of power, authority, and governance.

**Technology:** Students will be given the knowledge and opportunity to create a variety of digital products

of their work across all disciplines. They will use word processing, slide shows, PowerPoint, sound and video recording, photography and other applications to enhance their presentations. Students will be familiar with various applications to accomplish goals in all other disciplines such as spreadsheets, Photoshop, Keynote/PowerPoint, iMovie, Garage Band, Pixie etc. 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:** Students will build a healthy and balanced body and mind through various intramural sport activities/drills that follow the Physical Education standards with dedicated time for psychomotor skills development.

***Cultivating Life-Long Learners***

Additionally, students at WHECES will develop lifelong learning skills and inter- personal 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.

**Student Achievement**

WHECES has enjoyed consistent growth in its API score over the last five years. In 2012 WHECES' goal will be to maintain our API score of 950 or above.

<i>Year</i>	<i>API Score</i>
2011	955
2010	963
2009	969
2008	957

2007	958
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Even though the school has consistently stayed above 950 we have seen a fluctuation in the scores of 14 points up or down over the last five years. We are proud that we have stayed at this level given the class size increases, staff reductions, minimal funds for instructional materials for differentiation, faster paced curriculum and mandated testing. We are by no means satisfied with our small decrease this year and make no excuses for the above mentioned realities, but rather, are challenged to dig deeper to find a way to maintain and increase our scores.

	<i>2009</i>	<i>2010</i>	<i>2011</i>
Statewide API Rank	10	10	10
Similar Schools API Rank	9	9	9

WHECES met the AYP criteria in 2011 in all applicable areas. In 2013, WHECES will continue strive to meet all Annual Measurable Objectives. In terms of the number of students scoring proficient or advanced, the school’s goal is to maintain or exceed the target benchmarks established by the State for the significant subgroups (School wide and White). In 2012-2013 the target area for ELA will be 91%, and the Target area for Math will be 96%. In addition, WHECES will attempt to maintain a participation rate on the CST that exceeds the minimum requirement of 95%.

**Frequency & Methods by Which Students Are Assessed**

WHECES 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. WHECES 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.

WHECES believes that assessment is ongoing and affords teachers an opportunity to develop daily lessons that meet the needs of all students based on their 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.

At the beginning of each school year, teachers receive data for their incoming pupils from MyData, CoreK12, CST scores, etc.... We analyze the data from the prior year and formulate an instructional agenda based on the needs of each student to determine the level of intervention needed. Teachers then plan the next step based on the data analysis. This could include small group instruction, additional assessment to identify a specific skill area of need, or referral for intervention.

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, the administration examines and discusses data on an ongoing basis throughout the year with teachers.

Standardized assessments will include, but are not limited to: CST written in English (yearly), CELDT (yearly), curriculum embedded Treasures assessments for Language Arts, CORE K-12, District Quarterly Math Assessments (every 6-8 weeks), and District Science Assessments (fourth and fifth grade three times a year) and District

Language Arts Assessments (Quarterly). 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.

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-devised tests, teacher observations, checklists, anecdotal records, publisher- provided criterion-referenced tests, and projects. Performance assessments and project based assignments that are graded using a rubric also allow for meaningful application of essential knowledge and skills.

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

### **ELEMENT 3: METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED**

*“The method by which pupil progress in meeting those pupil outcomes is to be measured.”*

*Ed. Code § 47605 (b)(5)(C) Ed. Code § 60602.5*

#### **Methods for Assessing Attainment of Student Outcomes**

At our school, we recognize the difference between teaching and learning. Unless students learn the material presented by the instructional staff, we have not fulfilled our mission. Our SPSA delineates the available accountability tools including the California Standards Tests. With an API score of 955, our school is identified as 10/10 school, one of the highest in the entire state. Our staff, parents, and community understand that summative testing alone cannot drive instruction. Teachers use many forms of assessment including teacher-created assessments, publisher exams, and observations to provide immediate feedback regarding student understanding. Prompt and thorough analysis of data allows for immediate intervention or extension when appropriate. Our teachers utilize periodic assessments in language arts, math, and science to check for understanding and to focus on the skills, standards and concepts which have not yet been mastered by the students. Students use criteria charts and rubrics to self-assess and redirect their learning. The results of all assessments are shared with parents who act as teaching partners with their child’s teacher.

Multiple intervention strategies are implemented when assessment indicates that students are not meeting standards. We utilize culturally relevant and responsive educational strategies to ensure that all students have equitable access to the curriculum. Teachers implement in-school interventions including accommodations, re-teaching, comprehensible instruction, small group instruction, etc. Paraprofessionals are used to individualize instruction under the direction of the teacher. If further support is required, students are referred for after school intervention to work on specific skills. Students who continue to be at risk of not meeting standards may be referred to our Student Success Team which creates individualized intervention strategies or refers students for a Special Education assessment if a disability is suspected. If a student is determined to be eligible for Special Education, IEP goals, including multiple supports, are developed to provide access to grade level standards.

Of course, assessments may also indicate that students have gone beyond mastery of standards and may be eligible for identification as gifted or talented. Woodland Hills is a School for Advanced Studies which fosters differentiated instruction for identified students. Our teachers invest many hours every year in specialized professional development programs and sharing their best practices for teaching GATE students and differentiating for the benefit of all students.

Our teachers, paraprofessionals, administrators, and volunteers spend hours each year defining performance and content standards, planning instruction, analyzing data, participating in professional development, and monitoring and improving instructional support to focus instructional programs that help all students meet or exceed grade level standards. Multiple, meaningful assessments demonstrate our successes and help us to plan intervention and enrichment strategies to achieve our goal.

The following is a breakdown of the various subjects and assessments used to create the outcomes we want to meet the needs of our students.

SUBJECT	STUDENT OUTCOME	ASSESSMENT
<p>Language Arts</p> <p>Writing</p>	<ul style="list-style-type: none"> <li>- Theorize, critique, and illustrate in oral and written formats across the disciplines</li> <li>- Exhibit vocabulary development in written and oral forms by consistently using varied language choices to enhance text</li> <li>- Demonstrate critical thinking skills in all domains of learning in Bloom’s Taxonomy</li> <li>- Inquiry based research projects aligned to grade-level standards across the curriculum</li> <li>- Organize thoughts and ideas to proficiently complete all stages of the writing process from prewriting to publishing</li> <li>- Creative Writing – stories &amp; poetry - Incorporate ELD writing standards into above outcomes to enable ELL students to increase English</li> <li>-Language proficiency</li> </ul>	<ul style="list-style-type: none"> <li>-State mandated tests</li> <li>-Daily journals</li> <li>-Digital portfolios</li> <li>-Presentations and research project exhibits</li> <li>-Student-driven rubrics and assessments</li> <li>-ELD Portfolios</li> <li>-Thinking Maps</li> <li>- Proficiency or above on all District mandated tests</li> <li>- CST writing Assessment (4th)</li> </ul>
<p>Language Arts</p> <p>Reading</p>	<ul style="list-style-type: none"> <li>-Discern main idea and relevant details after thorough examination and exploration of text</li> <li>- Distinguish between various genres of text and understand defining characteristics</li> <li>- Understand concepts of Cause &amp; Effect</li> <li>-Increase Oral Reading Fluency while maintaining appropriate comprehension</li> <li>- Develop a lifelong appreciation of reading through exposure to various genres and styles of literature</li> <li>- Collaborate with peers in flexible groups on various learning projects across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>-State mandated tests</li> <li>-Proficiency or above on all District mandated tests</li> <li>-Teacher-developed assignments, tests, and activities</li> <li>-Treasures Unit/Theme Assessments</li> <li>-Diagnostic Fluency Assessments</li> <li>-Periodic Quarterly Assessments</li> <li>-Inquiry Projects</li> <li>-Leveled Literature Circles</li> <li>-Daily questioning for Depth and Complexity</li> <li>-Presentations and research project exhibits</li> <li>-ELD Portfolios</li> <li>-DIBELS Progress Monitoring</li> </ul>

<p>Math</p>	<ul style="list-style-type: none"> <li>-Develop a strong foundation in fundamental math skills and operations</li> <li>- Demonstrate an understanding of higher level math concepts</li> <li>-Understand the relevant information in problem solving and review process by checking for accuracy - Discern operations necessary to solve word problems</li> <li>- Apply math skills to daily problem solving situations</li> <li>- Connect math to other disciplines such as science and technology</li> </ul>	<ul style="list-style-type: none"> <li>- Proficiency or above on all District mandated tests</li> <li>- enVision Topic, Chapter, and Performance Assessments</li> <li>-Teacher-developed assignments, tests, and activities</li> <li>-Publishers tests–envision Math</li> <li>- District Periodic Quarterly Assessments</li> <li>-District 5th grade Diagnostic</li> <li>-Chapter Math Tests(K-5)</li> </ul>
<p>Science</p>	<ul style="list-style-type: none"> <li>- Display competency in science process skills, including: observing, classifying, inferring, predicting, measuring, and communicating</li> <li>- Hypothesize and develop experiments utilizing scientific method</li> <li>-Utilize hands-on experiments and activities to further research and prove/disprove conjectures</li> <li>- Integrate science and writing by using the appropriate scientific vocabulary</li> <li>-Interpret scientific data both orally and in writing</li> <li>- Develop an understanding and appreciation of all living things within their environments through experiential learning</li> <li>- Collaborate with peers in flexible groups on various learning projects across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>-Periodic Trimester Assessments (4-5)</li> <li>-State mandated tests (Grade5)</li> <li>-Proficiency or above on all District mandated tests</li> <li>-Teacher-developed assignments, tests, and activities</li> <li>-Interactive units and experiments</li> <li>-Science journal</li> <li>-Presentations and research project exhibits</li> <li>-FOSS I-Checks</li> <li>_FOSS Unit Tests</li> <li>-FOSS Kits</li> </ul>

History and Social Studies	<ul style="list-style-type: none"> <li>- Understand cause and its effect on historical events over time</li> <li>- Identify parallels and patterns in various time periods and settings - Interpret information to draw conclusions</li> <li>-Incorporate dramatic role play and interactive units aligned to grade level standards to deepen understanding of social studies concepts</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher-developed assignments, tests, and activities</li> <li>-Field Studies such as: visits to actual Native American sites, California history museums ,and Revolutionary War reenactments as appropriate by grade level</li> <li>-Presentations and research project exhibits</li> <li>-Integration of the Arts–such as musicals and plays</li> <li>-Curricular and Teacher created assessments</li> </ul>
Technology	<ul style="list-style-type: none"> <li>- Use of internet for research</li> <li>- Communication / Broadcasting - Portfolio creation</li> <li>- Use of presentation applications such as: OneNote and MS Office Production Suite: Power Point and Word</li> <li>- Use of artistic applications such as: Kid Pix, Pixie, Apple iLife Creative Suite: Garage Band, iPhoto, Photo Booth, iMovie</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher-developed assignments, tests, and activities(K-5)</li> <li>-Portfolios(hardcopy)-Inquiry based projects-Digital portfolios</li> <li>-Multi-media presentations and research project exhibits</li> </ul>

### **In-house Benchmark Assessments**

Methods by which student progress is measured include authentic and standardized assessments:

*Authentic Assessments:* Authentic assessments are ongoing and can better evaluate the child over time and in a variety of settings. Teacher developed assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher-developed tests, rubrics, criteria charts, short-term and long-term projects, learning contracts.

*Standardized Assessments and how data will be used:* California Standards Test (CST), California English Development Test (CELDT), Treasures Reading Assessments/Fluency, District Quarterly Math Assessments, District Quarterly Language Arts Tests and District Science Assessments for Grades four and five.

### **State Mandated Testing**

WHECES 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, WHECES will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

### **How Data Will Be Used**

WHECES 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 interventions. Specific examples of this include:

- Data from combined assessments is evaluated continuously by teachers and administration, as it becomes available, in order to meet each student's educational needs. Data is also used to identify and prioritize professional development priorities;
- Based on the results of data, teachers prepare specialized lessons and differentiated instruction with dynamic flexible groupings
- District assessment results and authentic assessments are communicated to parents (by teaching staff) throughout the school year;
- School wide data is also shared in a public forum at monthly governance meetings, when it's available, in order to discuss upcoming program development and intervention priorities; and
- Teachers provide MYDATA information during conferences to inform and plan for support. Access to this information provides teachers and administrators 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.

### **Identification of Grading Policy**

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

Student progress toward achieving the school's desired grade-level standards will be communicated to students' parents by providing immediate feedback on class assignments, homework assignments, and by means of the 5-week Below Proficient Parent Reports, Progress Report and regular conferences with the student's teachers.

Proficient levels of the District and State Standards are summarized on the Progress Report that was introduced by the LAUSD in the 1999-2000 school year. The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers' daily work assignments. Students earn a "4" for Advanced Proficient Levels; "3" for Benchmark Proficient Levels; "2" for Partial Proficient Levels; and "1" for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: language arts divided into reading, writing, listening, and speaking; mathematics; history and social science; science; health education; physical education; and the arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and fair play.

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

## 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**

WHECES 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 Woodland Hills Elementary Charter for Enriched Studies. As an Affiliated Charter, WHECES shall follow all established LAUSD policies and guidelines.

### **Operation of Charter**

WHECES is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over WHECES. 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 appropriate 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 WHECES changes from affiliated charter status to independent charter status, WHECES and/or its non-profit corporation will be a separate legal entity and will be solely responsible for the debts and obligations of WHECES. If WHECES changes its status to an independent Charter School, WHECES shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

### **WHECES Governance Council**

WHECES 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 WHECES, which can be revised as needed. The Governance Council shall meet at least nine times per 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. We will abide by LAUSD policies and procedures concerning school governance, and currently have and will continue to have all school councils operating effectively in shared decision-making. We will continue to fulfill our fiduciary responsibility and effectively lead and manage WHECES. \*The District reserves the right to appoint a non-voting single representative to WHECES’s governing council.

### **Process which Ensures Staff, Student and Other Stakeholder Involvement**

Parents play a very active role in our school and the success of WHECES 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 WHECES, their primary role will be to 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 budget, bylaws and curriculum,

school safety, staff selection, technology, discipline and professional development.

Parents attend monthly parent meetings where they elect their own officers and representatives and where they set goals for their participation. By participating in the process, parents will learn skills related to teaching their children, planning, budgeting, management, analysis and problem solving.

## **Methods by Which Schools Consult with Parents and Teachers Regarding School's Educational Programs**

### ***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 to meet the unique and changing needs of WHECES's students. All Governing Council and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website, marquee, 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 72 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. The Governing Council and standing committees will also comply with all Brown Act requirements related to Special Meetings. Minutes of meetings will also be posted in a public area and on the website. The foregoing meeting requirements will be subject to any exceptions permitted under the Brown Act.

As a separate entity from WHECES, the Parents And Teachers Together (PATT) shall maintain liability insurance sufficient to cover any and all PATT 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. WHECES will conform to and operate under the District's Donation Policy (Policy Bulletin No. 1633). PATT shall work collaboratively with WHECES to further the educational program of the School. PATT is a non-profit 501c(3) California Corporation.

### ***Additional Parent Involvement Opportunities***

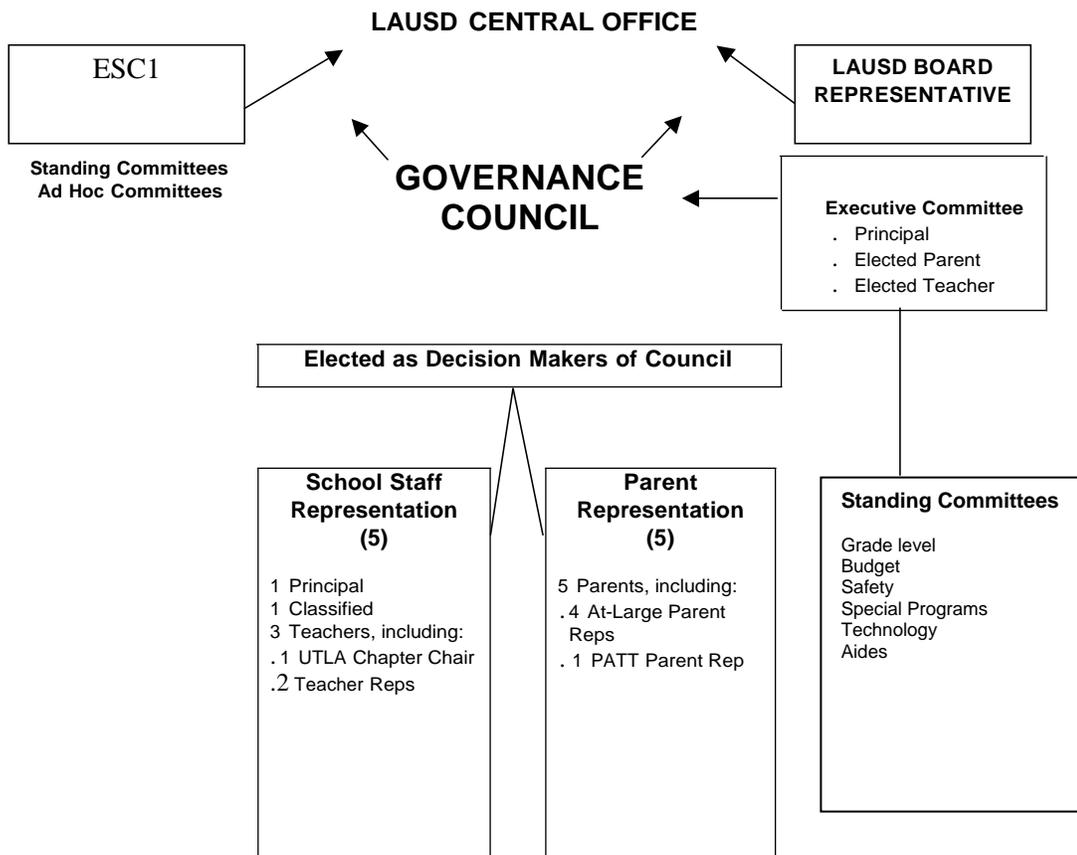
Parent involvement is the key to the success of the school, with opportunities for both parents who stay at home and those who work full-time. These opportunities include events such as, Back-to-School Night, Open House, Parent/Teacher Surveys, Parent/Teacher Conferences, Fall Festival and other fundraising events, parent participation in the classrooms, campus beautification, Parent Education, and the monthly PATT newsletter. WHECES also announces opportunities via its website and by automated phone calls (ConnectEd). Teachers communicate via weekly collaboration meetings, professional development meetings, and regular faculty meetings. Without the parents' support, Woodland Hills would not be able to achieve the excellence that is its legacy. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of Woodland Hill's enriched educational program. A parent's inability to participate in no way impacts admission for enrollment.

### **Decision-Making Process and Organizational Chart**

WHECES Governing Council will be a consensus-oriented, decision-making body for WHECES. It will have the responsibility for allocating categorical block grant resources and setting the 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. Any stakeholder 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 WHECES.

### Organizational Chart



## **Compliance With all Laws Relating to Public Agencies in General, all Federal Laws and Regulations and State Codes**

WHECES will comply with all applicable laws relating to public agencies in general, all federal laws and regulations and state codes. As required by LAUSD, our school adheres to all applicable consent decrees and court orders including Rodriguez and Chanda Smith Modified Consent Decree. WHECES accepts and understands its obligation to comply with specific sections of the Education Code: Sections 47611 and 41365, and all laws establishing minimum age for public school attendance.

WHECES and all committees will comply with the Brown Act as noted above.

Members of the WHECES's Governance Council, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

In the event that WHECES changes from affiliate charter status to independent charter status, it recognizes that WHECES and/or its non-profit corporation will be solely responsible for the debts and obligations of the Charter School.

## **WHECES's Relationship with District/County**

The WHECES Governing Council will work collaboratively with the Local District and District to determine the applicability of District policies and procedures to WHECES. Woodland Hills will continue its operation as a fiscally affiliated charter school until such time as stakeholders choose to consider other options. WHECES will work collaboratively with the District to ensure all programs, services, and future needs are funded.

## **Process for Amendments to Charter**

WHECES 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 WHECES Governing Council. Any material revisions to the charter must be considered by the LAUSD Board of Education under the standards and criteria found in EC 47605. WHECES 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.

WHECES is currently one of the highest achieving elementary schools 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. All of these pursuits stem from the interest and support of the leaders of our school, thereby ensuring the active participation of parents, teachers and administrators as stakeholders 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 (see Appendix)

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## **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 as follows:

5 staff members and 2 alternate teacher representatives, who shall be elected from and by the credentialed teachers employed at the school, which will include:

- The principal
- UTLA Chapter Chair
- 2 Teachers (elected to equitably represent all grade levels)
- 1 Classified Representative (to be elected by classified staff)

5 parent members, which will include:

- 1 PATT Representative (elected by PATT)
- 4 At-large Parent Representatives who shall be elected from and by parents whose are enrolled in the school.

There shall be up to four (4) alternate parent Council representatives designated. The "First" alternate shall be the alternate with the most votes as compared to the other alternate(s). All vacant seats shall be filled within one month by a special election called by the Chair.

One community representative and one alternate community representative may be part of the Advisory Support Partnership, who shall be selected by the majority vote of the Governance Council from volunteers who express an interest in the school.

### ***Executive Committee***

WHECES shall 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
- Deal with routine matters not requiring the attention of the full Governance Council or its committees
- Refer issues to the Governance Council or its committees as may be appropriate

The Executive Committee may not exercise the authority of the Governance Council with respect to material issues concerning the school's operation nor the terms and conditions of the Charter. 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.

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### ***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, provide a more effective way of communication and will assist in the selection of all senior members of the staff. This would include the Principal, Assistant Principal, Administrative Staff, and Teaching Staff.

Committees may include but are not limited to:

*Grade Level Chair* which includes the following duties: Curriculum Development and Review, School Calendar, Grant Writing, Professional Development and Scheduling of assigned Aides

*Aides:* schedule, train, supervision

*Technology*

*School Safety*

*Special Schoolwide Programs* SAS, GATE, ELD, Intervention and Special Education programs

*Budget and Finance*

*Testing*

Other committees will be formed as the need arises.

Committees are advisory and will have at least one parent and one staff member as members. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Council Chair and/or the Council Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the WHECES Governance Council Chair will appoint a chairperson. Committee meeting dates and times will be determined by Committee or the Council, if they cannot come to agreement.

### **Ethical Conduct**

Members of WHECES's governing council, any administrators, managers or employees, and any other committees of WHECES shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

### **Grievance Procedure for Parents and Students**

As a District affiliated charter, WHECES shall comply with District's Grievance policy and procedure for Parents and Students.

WHECES 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 WHECES alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. WHECES will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

WHECES 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.

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

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discriminate in such a manner.

## **LAUSD Charter Policy**

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

## **Responding to Inquiries**

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

## **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 WHECES.

## **Audit and Inspection of Records**

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, 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, and
- Compliance with applicable grant requirements.

The WHECES 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'

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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 shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

**By-Laws (see Appendix A)**



## ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

### Job Description and Qualifications for School Employees

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 WHECES 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, shall supersede.

WHECES 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 shall 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, WHECES will comply with all No Child Left Behind Act (NCLBA) requirements of teachers and paraprofessionals.

WHECES 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, the resource teacher and if needed the full inclusion specialist.

WHECES 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 WHECES shall 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 WHECES 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, WHECES 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 shall 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. 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 shall evaluate the faculty consistent with District policy. Such evaluation shall 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.

WHECES will continue to recruit qualified bilingual personnel (teachers, paraprofessionals, office staff, etc.) consistent with District hiring policies and will staff programs, which will attract and serve ELL students.

### Staff Selection Process

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WHECES 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 WHECES staff shall consist of persons who are committed to the WHECES's 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:

1. 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 -interview candidate(s)
- Final teacher candidates will be interviewed by the Selection Committee using questions specifically directed to the applicant's understanding, present a demonstration lesson from the Curriculum of the WHECES and using the methods outlined in this Charter. The selection of the top candidate will be recommended.

District will verify:

2. Medical clearance: Proof of medical exam and TB testing.
3. 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.
4. 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 shall be selected as follows:

With regard to selection, the WHECES will adhere to all court mandates and state and federal laws including the Rodriquez 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 Sub-committee of the Governance Council. Members of this Sub-committee 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 Sub-committee 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 shall appoint a Staff Selection Sub-committee made up of members of the Committee which will select the School staff. The staff shall be selected at least three months prior to the School opening. The Sub-committee shall 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.

As stated in E1, WHECES has diversified classes with Gifted clusters spread throughout the grade levels and our teachers must have their initial 32 hours of GATE training and an annual minimum of 16 hours of new

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professional development related to GATE/SAS/Differentiation to keep their recency. We reserve the right to reject any candidates that do not meet our requirements, including any automatic district 'must place' candidates.

As a highly regarded GATE/SAS school we have many classes and specialized teacher created curricula that requires specific training and we ask that the District respect any request for waivers in accordance with Ed. Code Section 44955:

" ... (3) Notwithstanding paragraph (1), a school district may deviate from reappointing a certificated employee in order of seniority for either of the following reasons:

(A) The district demonstrates a specific need for personnel to teach a specific course or course of study, or to provide services authorized by a services credential with a specialization in either pupil personnel services or health for a school nurse, and that the employee has special training and experience necessary to teach that course or course of study, or to provide those services, which others with more seniority do not possess."

### **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 WHECES will select the administrator(s) from the list of candidates recommended by the Governance Council. The principal will be responsible to their specific LAUSD Local District Superintendent and the WHECES 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:

1. Will have completed at least two years of study at an institution of higher education;
2. Will have obtained an associate's (or higher) degree; or
3. 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 WHECES 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.
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- Actively strive for continuous and open communication with parents.
- Regular, punctual attendance.
- Professionally attired.

*Administrator(s):*

- Ensure collaboration with the WHECES 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.
- Spend at least 8 hours per month actively involved in the classroom.
- 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, and Gifted and Talented 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 WHECES to become a learning community with high expectations and achievement for all students.
- Works enthusiastically with the WHECES to develop and operate the school and maintains collaborative relationships with other formal or informal educational institutions.
- Establishes an interdisciplinary instructional approach that emphasizes science and mathematics and integrates these with technology, language arts, social studies, fine arts and physical education.
- 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.

*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 assigned to WHECES and will perform the maintenance and operations for the school.
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### *Parent Volunteers*

The developers of the WHECES 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, must be deeply involved in setting school policy and supporting school programs. To best meet the needs of the students, families, and community, the WHECES will continue partnerships with many institutions. The school's primary partnerships are with the local community, its booster club, the PTA 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 WHECES, improving the School's ability to positively impact the students and community now and in the years to come.

### **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 or whatever evaluation system is put in place by agreement between the LAUSD and UTLA.
- Student Progress
  - District assessment results test scores will show a minimum average 1 percentile point increase from the previous year.
  - Other measures as developed by the School.
- Completion of required job duties.
  - Initial sub-standard STULL evaluation (evaluation system is put in place by agreement between the LAUSD and UTLA) by principal will result in additional support from staff.
  - The WHECES 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 continue to be evaluated by methods created and implemented as agreed upon by the District

#### *Classified and Other Personnel:*

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- Evaluation will be based upon adequate completion of assigned job duties and regular, punctual attendance as determined by the Staff Selection Sub-committee or administration.

These measures will be evaluated annually and upgraded as necessary.

### **Salary Schedule**

The WHECES 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.

### **Due Process**

All staff members shall 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 WHECES 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.
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## 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)*

WHECES is located at 22201 San Miguel St., Woodland Hills, Ca. 91364. While operating as an affiliated charter with the Los Angeles Unified School District, WHECES shall continue to be covered under the self-insurance and property coverage program of the LAUSD as provided to all other schools in the Los Angeles Unified School District.

As an affiliated charter school, WHECES will comply with all LAUSD policies and practices to guarantee the health and safety of pupils and staff.

Through LAUSD, WHECES will maintain all insurance, liability, and compensatory coverage. While operating as an affiliated charter with the Los Angeles Unified School District, WHECES shall continue to be covered under the self-insurance and property coverage program of the LAUSD as provided to all other schools in the Los Angeles Unified School District. WHECES will comply with all other regulations, such as fire and safety codes, as required by the federal, state, county, and city laws.

### **Evidence of Insurance**

WHECES shall follow all policies of the Risk Management Division of the Los Angeles Unified School District. All policies will be held and maintained by LAUSD Office or Risk Management and Insurance Services.

Coverage shall be provided to the affiliated Charter School 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 WHECES from claims which may arise from its operations, as provided to all other schools in the Los Angeles Unified School District. WHECES shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners, or sponsors.

It will be LAUSD’s responsibility to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements. In accordance with LAUSD policy and procedure, WHECES will work with the office of Risk Management and the Leasing and Asset Management Office to secure all necessary insurance and other documents when hosting special events or when an outside party plans to use this LAUSD facility.

Through LAUSD, WHECES will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

As an affiliated Charter School, WHECES will adhere to District’s Health, Safety and Emergency Plans. WHECES will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District’s procedures. WHECES, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

WHECES will be subject to regular safe school inspections by the LAUSD Office of Environmental Health and Safety and work to correct any corrective action notices in a timely manner. WHECES will also undergo regular SARC inspections by the Complex Project Manager and will work to remedy any corrective actions in a timely manner.

WHECES will complete the Safe School Plan (School Safety Plan in Appendix) each year, file such plan with OEHS and have the plan readily available for inspection. Staff will be trained on the Safe School Plan on an annual basis. WHECES conducts regular safety drills, meetings, and includes safety as part of professional

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development.

As an affiliated charter school, LAUSD will continue to provide services to maintain this facility and keep it in a condition conducive to a safe learning environment. Services would include regular and deferred maintenance, repair of equipment, trash removal, fire alarms, security systems, pest control, lawn and garden maintenance, asbestos management, response to trouble calls, locksmith services, plumbing services, carpenter services, school police services and other cleaning services. These services will extend into the food services area.

## **Health & Safety Procedures**

The WHECES will comply with all District policies concerning health & safety and will adopt and implement a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. It will be the task of the school administration to monitor all activities consistently to provide safety and security of the students. For this purpose, a "team-on-duty" will be created by principal to supervise students at all times.

The policies will address, but not be limited to, the following topics:

- The school as a drug, alcohol, and tobacco-free workplace.
- Employee fingerprinting and criminal background check.
- All reporting of child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies.
- Sexual harassment training for all employees, students, and parents in any combination.
- Procedures for response to natural disasters and emergencies, including fires and earthquakes.
- First aid/CPR training.
- The safety of auxiliary services (food services, transportation, custodial services, hazardous materials).
- Documentation of TB test requirement for all students, staff, and volunteers.

Amendments will be made to remain compliant with District safety policies or upon recommendation by the District's insurance carriers. The WHECES will comply with the existing regulations that apply to charter schools including CAL/OSHA, the California Environmental Protection Agency and Federal EPA regulations. Records of student immunizations will be maintained, and staff will honor County requirements for periodic Mantoux tuberculosis (TB) tests. Each employee is required to provide the WHECES with a full disclosure statement regarding prior criminal record as required by the California Education Code Section 44237.

As an affiliated charter school, WHECES will comply with all LAUSD policies and practices to guarantee the health and safety of pupils and staff. Through LAUSD, WHECES will maintain all insurance, liability and compensatory coverage. While operating as an affiliated charter with the Los Angeles Unified School District, WHECES shall continue to be covered under the self-insurance and property coverage program of the LAUSD as provided to all other schools in the Los Angeles Unified School District. WHECES will comply with all other regulations, such as fire and safety codes, as required by the federal, state, county, and city laws.

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## **ELEMENT 7: RACIAL AND ETHNIC BALANCE**

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

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 WHECES. The attending students shall represent a broad ethnic background and the boundaries for the School shall be consistent with the policies of the District for achieving it.

WHECES 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 territorial jurisdiction of the Los Angeles Unified School District. Recruitment efforts within the District designated attendance area shall include publicizing our instructional program, providing tours of the school, and speaking to interested parents including those from overcrowded neighboring schools.

### **Court-ordered Integration**

WHECES will 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.

WHECES will make every effort to meet or exceed the Crawford Court Order. The school will utilize LAUSD’s Permit process, encourage and recruit potential minority students from a list of school applicants and give greater weight to minority applicants from a school lottery. Additionally the school will devise a community marketing plan to encourage those minority students currently residing within but not attending WHECES’s current school boundaries to enroll. Spanish will be used in this outreach effort. School officials will routinely monitor minority enrollment and work closely with LAUSD officials to insure that the school’s minority population meets or exceeds the Crawford Court Order.

### **Non-Discriminatory Statement**

WHECES 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. WHECES will be nonsectarian in its programs, admission policies, employment practices, and all other operations; shall 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.

### **Federal Compliance**

To the extent that WHECES is a recipient of federal funds, including federal Title I, Part A funds, WHECES 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. WHECES 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:

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- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

WHECES 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) Admission Admissions Requirements and Non-Discrimination*

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 WHECES and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any, the terms of the MOU, if duly executed by WHECES and LAUSD, shall supersede.

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

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 Compact Agreement must include proper notification, alternative compliance opportunities, an appeals process, and due process. All provisions of IDEA will be adhered to for students identified to receive special education services. A copy of the existing Compact Agreement can be located in the Appendix.

### **Enrollment/Lottery Assurances and Procedures**

WHECES shall be located and operate within the boundaries of Educational Service Center 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, in the following order, will be given to students currently attending school, those that reside within the former attendance area of Woodland Hills Elementary School, children of school employees, SAS permits and their qualified siblings.

Should the amount of pupils that wish to attend WHECES 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). Students will receive a lottery application (see appendix). The school will designate a deadline for lottery applications and all interested students will be considered for the public random drawing. Public notice will be posted regarding the date and time of the public drawing once the deadline date has passed. A waiting list will be developed from the list of students that do not receive admission and will be considered should a vacancy occur during the year.

In the event that the school is notified of a false address for the predetermined district attendance boundary for the school (for example, if school mail is returned undeliverable), WHECES will assign an address verification committee to assist the office with validating whether an address is within WHECES's 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 the WHECES. Transportation will not be provided. The WHECES will adhere to all applicable laws governing the minimum age for public school attendance. WHECES will conduct Child Find" and recruit academically low-achieving students and economically disadvantaged students.

WHECES will utilize LAUSD enrollment forms and cumulative records. The WHECES will adhere to all District procedures related to confidentiality and privacy of records. In order to ensure continuity of record keeping, LAUSD will provide the WHECES, upon request, the cumulative records of the students attending the WHECES. Upon leaving the WHECES, student records will be processed accordingly and forwarded to the receiving school.

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WHECES will conduct, including but not limited to, prospective student tours twice yearly and informative grade level coffees so that the public is educated on what the school policies are and what program we offer. These types of informative meetings will be held for every grade level.

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## ELEMENT 9: FINANCIAL AUDITS

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

*(b)(5)(I)*

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 WHECES School and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any, the terms of the MOU, if duly executed by WHECES School and LAUSD, shall supersede.

### **Annual Audits**

As an affiliated charter school that is fully financially administered by the Los Angeles Unified School District, WHECES School will follow all usual district financial planning, budgeting, and management procedures. As an affiliated charter school operating within the district, the district will audit the WHECES School. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school.

### **Resolution of Exceptions and Deficiencies**

As an affiliated charter school, the WHECES School would follow District policy around resolving any exceptions or deficiencies found during the course of an audit.

### **District Oversight Costs**

The District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

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## ELEMENT 10: STUDENT 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, WHECES 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.

WHECES 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.

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

### General Discipline Policies

WHECES 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

WHECES 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-Student-School Compact/Pledge, sent home on the first day of school, addresses the responsibilities of each signatory to the Compact. In addition, standards and expectations 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 Six Pillars of Character.

#### 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.

### Positive Behavior Reinforcements

Students are encouraged to behave appropriately throughout the day. During assemblies the Principal reads “Words of Wisdom” which encourage students to think about complex social issues and their role in creating a positive school culture.

At the beginning of each semester, the administration hosts grade level assemblies for students to discuss expectations for student behavior. In addition, on the last Friday of every month there is a school-wide assembly to highlight positive character traits. Students are given “Caught Being Good” certificates by school staff when demonstrating at least one of the Six Pillars of Character either in the classroom or on the playground. Students place them in a treasure chest in the main office and a drawing is held monthly for 12 chosen students to have lunch with the principal

### School-Wide Behavior

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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, in the reading garden, 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 Six Pillars of Character. However, if there are infractions, there are consequences for the misconduct.

### **Consequences for Misconduct**

First offense: Student is given an explanation of the offense and instructed how to participate appropriately.

Second offense: Students who need a “cooling off” period will be directed to a specific area by the teacher or supervision aide until he/she decides he/she is ready to rejoin the class.

Third offense: Student is removed from the game or classroom. The student may be given “community service” as a result of their behavior. Any students involved in physical altercations will meet with the principal.

Further behavioral infractions will be handled according to LAUSD policies and procedures.

### **Administrators Role in Suspension/Expulsion**

If suspension is necessary, the principal shall notify the parent, remind the parent that suspension is a disciplinary action and schedule a parent conference. The principal shall 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 shall be penalized for his or her parent’s failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil shall 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 shall 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 shall 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 shall 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**

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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 the prescription drug, Soma.
  - 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. 48900 et 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.
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- 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 shall 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 shall be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision shall be included in the student's discipline records if the parents so request.

### **Expulsion Procedure**

Only the Principal of WHECES 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, 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 for expulsion are afforded a fair and impartial hearing and all due process rights. A student may be 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 the charter school shall 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.

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The LAUSD governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the LAUSD governing board shall 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 danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall 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.

Therefore, in the event that a student requires expulsion, WHECES will work with LAUSD and implement BUL-4655, March 13, 2009 as the guiding practice for expulsion. WHECES will notify the Local District Superintendent of any potential expulsion case and provide the LD Superintendent with a copy of the case file for review. It will be the Local District Superintendent that will review the case and prepare the recommendation to expel the student. WHECES 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, WHECES School 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?

### **Rehabilitation Plans**

Pupils who are expelled from the Charter School 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**

The Charter School 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. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period whether the student seeks readmission or not.

### **Gun Free Schools Act**

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

### **Outcome Data**

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WHECES 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.

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## ELEMENT 11: EMPLOYEE BENEFITS AND RETIREMENT

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

Employees of WHECES 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 LAUSD employees, administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee 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.
- As employees of an affiliated charter school within the Los Angeles Unified School District, all WHECES 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 shall 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 and pursuant to applicable collective bargaining agreements.

WHECES 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

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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, WHECES 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.

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## 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)*

Pupils who choose not to attend WHECES 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. 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 WHECES and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any the terms of the MOU, if duly executed by WHECES and LAUSD, shall supersede.

The WHECES 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 WHECES 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 WHECES will continue to pursue alternatives within the district policy.

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### **ELEMENT 13: EMPLOYEE RIGHTS**

*“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 WHECES and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any the terms of the MOU, if duly executed by WHECES and LAUSD, shall supersede.

As an affiliated charter school, all administrators, faculty and staff of the WHECES 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, WHECES closes or LAUSD closes WHECES, all rights of employees are governed by District policy and applicable collective bargaining agreements.

As LAUSD employees, WHECES 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.

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## ELEMENT 14: DISPUTE RESOLUTION

*“The procedures to be followed by 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 WHECES and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any the terms of the MOU, if duly executed by WHECES and LAUSD, shall supersede.

WHECES and the District agree to work together to accomplish all tasks necessary to implement this charter fully, including, but not limited to, the submission of any necessary and duly prepared waiver requests to the State Board of Education.

### **Oversight, Term, and Renewal**

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 WHECES 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**

This Charter for the WHECES will be for five years.

The staff and Governance Council members of WHECES 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 WHECES, except any controversy or claim that is in any way related to revocation of this Charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the Charter agreement, except any controversy or claim that is in any way related to revocation of this Charter, must be put in writing ("Written Notification"). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification may be tendered 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 notices shall be addressed as follows:

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To Charter School:

WHECES c/o School Director

To Director of Charter Schools:

Director of Charter Schools  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> 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 claim or controversy (“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 controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.

(4) If the mediation is not successful, then the parties agree to settle the controversy, claim or dispute by arbitration conducted by a single arbitrator in accordance with the guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear their own costs and expenses.

(5) However, any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

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## **ELEMENT 15: EMPLOYER STATUS AND COLLECTIVE BARGAINING**

*“A declaration whether or not Charter School shall be deemed the exclusive public school employer of the employees of 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)*

The Los Angeles Unified School District shall be deemed the exclusive public school employer of the employees of the WHECES for the purposes of the Educational Employment Relations Act.

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 WHECES and LAUSD for the terms, provisions and definition of the affiliated charter schools, if any the terms of the MOU, if duly executed by WHECES and LAUSD, shall supersede.

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

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## **ELEMENT 16: PROCEDURES TO BE USED IF THE CHARTER SCHOOL CLOSES**

*“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)*

WHECES reverts back to a District traditional school in the event of a closure.

### **Revocation**

The District may revoke the charter if WHECES 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 WHECES if the District finds, through a showing of substantial evidence, that WHECES did any of the following:

- WHECES committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- WHECES failed to meet or pursue any of the pupil outcomes identified in the charter.
- WHECES failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- WHECES 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 WHECES in writing of the specific violation, and give WHECES 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.

### **Charter Renewal**

WHECES 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.

### **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:

- If the affiliated Charter School’s governing council voluntarily closes WHECES, 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.
  - The Charter Schools Division will notify the California Department of Education that WHECES has closed and the effective date.
  - 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.
  - 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.
  - LAUSD reserves the right to conduct a closeout audit by the LAUSD auditor.
  - Written notification to parents/guardians/caregivers of the enrolled students of WHECES will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of closure.
  - 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 WHECES’s right to operate as a Charter School or cause WHECES to cease operation.
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## Facilities

In the event that WHECES changes its status to independent charter school, during the term of this Charter, WHECES shall submit a petition for material revision for District's approval. WHECES shall meet all requirements of an independent charter that occupies LAUSD facilities; WHECES shall enter into facilities use agreement with the District and adhere to District guidelines including:

- Proposed Charter School Location \_22201 San Miguel Street, Woodland Hills, CA 91364\_\_
- Names of District school sites near proposed location Serrania and Calabash
- Proposed Charter School to be located within the boundaries of LAUSD.

## 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, [Charter School] 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.
    - 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
    - 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.
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- (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](http://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.

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