



# West Athens Charter High School

Petition for Charter Approval

Presented to

The Board of Trustees  
Los Angeles Unified School District

***CHARTER***  
***OF***  
***WEST ATHENS CHARTER HIGH***  
***SCHOOL***

***A CALIFORNIA PUBLIC CHARTER SCHOOL***

WHEREAS THE GOVERNING BOARD OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT RECEIVED A VALID CHARTER PETITION ON \_\_\_\_\_, DULY SIGNED BY APPROPRIATE TEACHERS AND SUBMITTED PURSUANT TO EDUCATION CODE SECTION 47605, AND

WHEREAS THE GOVERNING BOARD OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT, AFTER HOLDING A PUBLIC HEARING ON \_\_\_\_\_ AND CONSIDERING THE LEVEL OF STAFF SUPPORT, HAS DETERMINED THAT THE APPLICANTS HAVE ASSEMBLED AND PRESENTED A VALID AND MERITORIOUS CHARTER POSITION;

RESOLVED THAT THE GOVERNING BOARD OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT HEREBY APPROVES AND GRANTS THIS CHARTER PETITION BY A VOTE OF \_\_\_\_\_ TO \_\_\_\_\_ ON \_\_\_\_\_.

BE IT FURTHER RESOLVED THAT THIS CHARTER CONSTITUTES A BINDING CONTRACT UPON THE LOS ANGELES UNIFIED SCHOOL DISTRICT AND WEST ATHENS CHARTER HIGH SCHOOL, INC.

WITNESSED:

\_\_\_\_\_  
Board of Trustees  
Los Angeles Unified School District

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**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Charter Schools Division**  
**Letter of Intent to Apply for a Charter School**

The members of the West Athens Charter High School Board of Directors are meaningfully interested in starting a charter school.

Name of proposed charter school: <u>WEST ATHENS CHARTER HIGH SCHOOL</u>	
General location of proposed charter: <u>WESTMONT/WEST ATHENS AREA</u>	
Projected Grade Levels-year 1: <u>9-11</u>	Projected Grade Levels-Year 5: <u>9-12</u>
Projected Enrollment-year 1: <u>150</u>	Projected Enrollment-Year 5: <u>400</u>

**Lead Petitioner Information:**

Name: <u>Dr. Edward Robillard</u>
Address: <u>12071 Morrison St., Moreno Valley, CA 92555</u>
Phone Number: <u>(213) 219-2653</u>
Email Address: <u>edrobillard@aol.com</u>

**Other members of the Charter Development Team:**

- Mr. Brian Center
- Mr. Keith Bandy
- Mr. Lomas Hamraj
- Ms. Lynne Marcer Rhodes
- Ms. Brenda Pensamiento
- Dr. Herbert Nichols
- Ms. Rita Ray

**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.

Edward Robillard, Ed.D.  
\_\_\_\_\_  
PRINT NAME

  
\_\_\_\_\_  
SIGNATURE

5/18/11  
\_\_\_\_\_  
02/25/2011  
DATE

**WEST ATHENS CHARTER HIGH SCHOOL  
CHARTER BRIEFING PAGE**

**Name of Organization Applying for Charter:**

West Athens Charter High School, Inc.

**Grades Served-Year 1:**

9-11

**Grades Served-Year 5:**

9-12

**Number of Students-Year 1:**

150

**Number of Students-Year 5:**

400

**Location Address or Target Neighborhood:**

8825 South Vermont Avenue, Los Angeles, California 90044

**Facility Status/Location:**

Lease negotiations underway for building located at 8825 South Vermont Avenue in Los Angeles, California 90044

**Prop. 39 – Application Submitted?**

We will not be applying for Prop. 39 privileges.

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

Yes

**Board of Directors:**

Listed below are the names of the charter school's Board of Directors. Five members have extensive experience in public education, while one member has served as an attorney and another as a high ranking private sector administrator. *Please refer to Board Member Résumés beginning on page **Error! Bookmark not defined.***

- **Dr. Edward Robillard – Chairperson**  
*Retired Chief School Administrator, MLA Partner Schools; Founding Principal; West Adams Preparatory High School; former principal, Manual Arts High School*
- **Mr. Brian Center – Co-chairperson**  
*Executive Director, A Better LA; Former Los Angeles County Attorney*
- **Dr. Herbert Nichols – Treasurer**  
*Title I Coordinator, Manual Arts High School*
- **Ms. Lynne Marcer Rhodes – Secretary**  
*Retired Producer/Administrator, Walt Disney Imagineering, Inc.*



- **Mr. Keith Bandy – Member**  
*Charter School Developer/Researcher; Retired Construction Business Owner; Former High School English Teacher*
- **Ms. Brenda Pensamiento – Member**  
*Principal, Student Empowerment Academy*
- **Ms. Rita Ray – Member**  
*Assistant Principal, West Adams Preparatory High School*
- **LAUSD Representative – Ex Officio (TBA)**

**Mission:**

The School’s mission is to graduate students that possess a blend of strong academic and workplace competencies that are necessary for entering college or high level technical fields and become productive workers and successful citizens.

**Vision:**

West Athens Charter High School intends to fulfill the growing need within the area of West Athens/Westmont (as described above) for better prepared students to fill employment positions that are increasingly demanding higher skills.

**Source/Core of Money:**

Initial funding will be provided by outside sources (refer to Financial Support Letter, page **Error! Bookmark not defined.**). This “grant” (\$250,000 initially) is to be used in case other forms of traditional funding for startup charter schools is not available, such as provided by CDE’s early apportionment funding process and the Charter School Revolving Loan Fund. Furthermore, we will be diligently applying for all the appropriate grants through the CDE and other sources such as public and private foundations and corporations.

**Leadership Team:**

The leadership team consists of all the members of the West Athens Charter High School Board of Directors (see above) and Lomas Hamraj will be the charter school’s Founding Principal. Mr. Hamraj is currently an Assistant Principal at West Adams Preparatory High School.

**Other Charters**

West Athens Charter High School has not applied to any other jurisdiction for approval and does not have sister charters.

**Innovative Practices**

There are three innovative elements in our school that can be considered “best practices” and replicated by other schools. These elements are: 1) Advisory Group Accountability; 2) Project-base Learning; and 3) High Performance Leadership as described below:

- **Advisory Group Accountability (AGA)**  
At West Athens Charter High School, each teacher will have an Advisory Class, or simply an Advisory, that meets each schoolday as a regular scheduled class to discuss any problems,

concerns or questions with individual students. Additionally, advisory teachers are responsible for discovering and resolving any cause or causes that may be keeping any of their advisory students from succeeding in their regular academic classes. This puts the burden on advisory teachers to make sure all students in their advisory class succeed in all their classes. In making sure they do, teachers are highly encouraged to collaborate with each other and with parents in cases where student problems may exist and to develop reasonable means to correct them. And part of a teacher's evaluation depends on how well they perform their Advisory duties. The purpose is to root out any cause or causes that may be keeping individual students from reaching his or her full potential and eliminating such problems before they can expand or create others. Having teachers responsible for ensuring every student receives the attention he or she needs and deserves, which will enable them to reach their full academic potential, ensures that truly no student is "left behind." It is a systematic approach to personalization of the educational experience for each student.

- **Project-based Learning (PBL)**

Through PBL, students develop projects during their advisory class times in which normal state learning standards are interwoven with individual student interests and that can be accurately measured for academic compliance. This approach to teaching allows students to publically demonstrate what they are learning in their regular academic classes and to explore real-world problems and challenges, thus simultaneously developing cross-curriculum skills while working in small collaborative groups, similar to how learning occurs in the real world. *Please refer to page 24 for further explanation of PBL.*

- **High Performance Leadership (HPL)**

HPL in teaching and learning promotes ownership and is fostered using the curriculum of The Pacific Institute of Seattle WA. This curriculum of this hugely successful company "empowers people to recognize their ability to choose growth, personal freedom and personal excellence." All staff members, students, parents and stakeholders of West Athens Charter High School will participate and in some cases facilitate this curriculum.

# Los Angeles Unified School District Innovation and Charter Schools Division

## CHARTER SCHOOLS GUIDELINES CHECKLIST – INITIAL SCREENING

Charter

School Name: West Athens Charter High School Date: 03/01/2011

Contact Person: Dr. Edward Robillard Phone No.: (213) 219-2653 Fax No.: \_\_\_\_\_

1 SUMMARY CONTENTS							
* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
<p>N/A</p> <p>N/A</p> <p><b>Error!</b> <b>Book mark not defined.</b></p> <p>vii</p> <p><b>Error!</b> <b>Book mark not defined.</b></p> <p><b>Error!</b> <b>Book mark not defined.</b></p>	<p>1. Approval Documentation</p> <ul style="list-style-type: none"> <li>• Supporting signatures of:</li> <li>• conversion charter: 50% of permanent status teachers at the school site</li> <li>• start-up charter: 50% of parents who intend to enroll children <b>or</b></li> <li>• <u>50% of teachers who intend to be employed at the school during first year of operation</u></li> <li>• petition includes prominent statement of meaningful interest to start a charter (board resolution)</li> <li>• <u>resume and questionnaire</u> for all board members</li> </ul>					<p>47605 (1) (2)</p> <p>47605(3)</p>	

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
4	2. Assurances that school will:						47605 (d) (1) 47612 (a) (1) 47605 (e) (f)
4	• be non-sectarian in programs, admission policies, employment practices and other operations						
4	• not charge tuition						
4	• not discriminate against any student on the basis of ethnicity, national origin, gender or physical or mental disability (religion, race, color, medical condition, sexual condition, sexual orientation)						
4	• not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements						
4	• not require any child to attend a charter school nor any employee to work at a charter school						
4	• if pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.						
4	• A charter school shall admit all students who wish to attend.						
4	3. Description of which students will attend the school						47605 (d) (1) 47605 (d) (2) (A) (B)
4	4. Duration of initial charter petition: 5 years						47607 (a) (1)
170	5. Renewal process/timeline						47607 (a) (1) (2)
95	6. How the Board of Education and the charter school can monitor the progress in meeting student outcomes						47607 (a) (1) 47607 (b)
114	7. Accepts and understands the grounds on which a charter may be revoked						47607 (b) (1-4) (c)
5	8. Accepts and understands obligations to comply with specific sections of the Education Code: § 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance						47610

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
125	9. How district/county facilities will be maintained, insured and used by the charter school, if applicable						47605 (g) 47614
125	10. How changes, additions or alterations to the facility will be accomplished and the district/county role in the process						47607 (a) (1)
125 125	11. How school personnel, district/county will be insured against liability claims resulting from school operations <ul style="list-style-type: none"> <li>• description of type/scope of legal services to be used</li> <li>• plans for insurance liability and legal issues to be dealt with collectively and individually</li> </ul>						47605 (g)
6	12. Agreement between the charter school and the sponsoring agency detailing process and responsibility for operations, i.e., accounting, budgeting, payroll, liability insurance, and the like and contracted services and supervisory oversight						47605 (g) 47613.7
26	13. Agreement between the charter school and sponsoring agency detailing funding and services for special education students						47612 (a) (2)
14014 1	14. Agreement between the charter school and sponsoring agency detailing operational funding levels						47613.5 (a)
102	15. Agreement between the charter school and sponsoring agency detailing processes for responding to inquiries						47604.3

## OPERATIONAL CONTENTS

1

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
6	1. Description of the educational program of the school ( <i>Element 1</i> )						47605 (b) (5) (A) 47605 (h)
11	<ul style="list-style-type: none"> <li>• an identification of those whom the school is attempting to educate</li> </ul>						
12	<ul style="list-style-type: none"> <li>• description of what it means to be an educated person in the 21<sup>st</sup> century</li> </ul>						
16	<ul style="list-style-type: none"> <li>• how learning best occurs</li> </ul>						
16	<ul style="list-style-type: none"> <li>• goals of the program</li> </ul>						
16	<ul style="list-style-type: none"> <li>• how the objective of enabling pupils to become self-motivated, competent, life-long learners will be met by the school</li> </ul>						
26	<ul style="list-style-type: none"> <li>• instructional framework which includes instructional approaches, scope and sequence, addressing state standards, and evidence (research-based) that instructional program has been successful with similar student population.</li> </ul>						
8 & 93	<ul style="list-style-type: none"> <li>• specific goals for providing and ensuring equal access to academically low achieving students, gifted, low SES, ELLs, special education, and a goal for reclassification of ELLs.</li> </ul>						
18	<ul style="list-style-type: none"> <li>• attendance requirements including length of school day and year</li> </ul>						
15	<ul style="list-style-type: none"> <li>• instructional materials and the process by which curriculum, materials and instructional activities are to be selected</li> </ul>						
93 & 122	<ul style="list-style-type: none"> <li>• reference to NCLB as it relates to student achievement and credentialing</li> </ul>						
19	<ul style="list-style-type: none"> <li>• instructional strategies</li> </ul>						
117	<ul style="list-style-type: none"> <li>• teacher recruitment</li> </ul>						
18	<ul style="list-style-type: none"> <li>• professional development</li> </ul>						
18	<ul style="list-style-type: none"> <li>• school calendar</li> </ul>						
18	<ul style="list-style-type: none"> <li>• daily schedule</li> </ul>						
18	<ul style="list-style-type: none"> <li>• mission/vision</li> </ul>						
11	<ul style="list-style-type: none"> <li>• demographics/academic achievement of surrounding schools</li> </ul>						
10	<ul style="list-style-type: none"> <li>• implementation plan</li> </ul>						
6	<ul style="list-style-type: none"> <li>• High School only</li> </ul>						
97	<ul style="list-style-type: none"> <li>- meet A-G requirements</li> <li>- transferability</li> <li>- WASC</li> </ul>						

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		93	2. Measurable student outcomes to be achieved by students ( <i>Element 2</i> )				
95	<ul style="list-style-type: none"> <li>extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as goals</li> <li>when and how often pupil outcomes will be assessed including any assessments of innovative components</li> </ul>						
93	<ul style="list-style-type: none"> <li>specific quantitative outcomes which students must demonstrate proficiency in and/or progress toward and time frame for progress</li> <li>identification of who will be accountable for student progress as it relates to student achievement</li> </ul>						
95	<ul style="list-style-type: none"> <li>reference to NCLB</li> <li>CAHSEE (HS only)</li> <li>CELDT</li> <li>API</li> <li>AYP</li> <li>CST</li> <li>graduation rate (HS only)</li> </ul>						
93							
95							
95							
100	3. Method by which pupil progress in meeting pupil outcomes is measured ( <i>Element 3</i> )						47605 (b) (5) (C) 47605 (c)(1)
100	<ul style="list-style-type: none"> <li>use of standardized test scores in measuring pupil progress</li> <li>use of variety of assessment tools</li> <li>use of longitudinal, survey and other data in measuring pupil progress (in-house assessments)</li> </ul>						
99							
100	<ul style="list-style-type: none"> <li>methods to ensure that all statewide standards are met and pupil assessments conducted</li> <li>process school will use to ensure that students meet the statewide performance standards and evidence of improved pupil learning</li> </ul>						
100	<ul style="list-style-type: none"> <li>process for conducting pupil assessments pursuant to EC § 60602.5</li> <li>description of all assessment tools including in house assessments</li> <li>identification of the grading policy</li> <li>district required language for testing</li> </ul>						
99							
101							
98							

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
103 103 116 102 102 103 103 108 114 101	<p>4. Governance structure of the school including the process which is to be followed to ensure parent involvement (<i>Element 4</i>)</p> <ul style="list-style-type: none"> <li>• process which ensures staff, students and other stakeholder involvement</li> <li>• methods by which schools consult with parents and teachers regarding school's educational programs</li> <li>• decision-making process, organizational chart, and relevant site committees</li> <li>• assurances that school will comply with all laws relating to public agencies in general, all federal laws and regulations and state codes, such as the Ralph M. ., Brown Act</li> <li>• what, if any, relationships district/county will maintain with the charter school and how it will be accomplished</li> <li>• process for amendments to charter articles of incorporations and bylaws of nonprofit corporation</li> <li>• selection process of board members and governance committees</li> <li>• audit and inspection of records</li> <li>• district required language for governance</li> </ul>						47605 (b) (5) (D) 47605 (c)(2)
117 117 117 122 117 122 123 117 122	<p>5. Qualifications to be met by individuals to be employed by the school (<i>Element 5</i>)</p> <ul style="list-style-type: none"> <li>• process for staff selection</li> <li>• job descriptions for positions</li> <li>• credentials, requirements and qualifications of staff</li> <li>• employee compensation-general description</li> <li>• identification of the roles and functions of staff members</li> <li>• measures of assessment of performance</li> <li>• procedure to be used for adequate background checks</li> <li>• process for recruiting teachers</li> <li>• procedure for monitoring credentials</li> </ul>						47605 (b) (5) (E) 47605 (1)



* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
123 128 124 130 129 123 124 124 124 124 124 124	<p>6. Procedures that the school will follow to ensure the health and safety of pupils and staff (<i>Element 6</i>)</p> <ul style="list-style-type: none"> <li>school will meet the requirement that each employee of the school furnish a criminal record summary as required in EC §44237</li> <li>how the school will ensure that its facilities are safe</li> <li>how the school will ensure that its auxiliary services are safe (food services, transportation, custodial services, hazardous materials)</li> <li>role of staff as mandated or non-mandated child abuse reporters</li> <li>TB requirements</li> <li>employee fingerprints</li> <li>student immunization requirement</li> <li>address of the facilities to be used by the charter school</li> <li>compliance with state building code, federal ADA requirements</li> <li>assurance of Certificate of Occupancy prior to school opening</li> <li>contains District required language regarding health and safety procedures</li> </ul>						47605 (b) (5) (F) 47605(g)
131	<p>7. Means by which school will achieve racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction (<i>Element 7</i>)</p> <ul style="list-style-type: none"> <li>geographic areas that will be targeted in the outreach effort</li> <li>state languages to be utilized in the outreach</li> <li>district required language for this element</li> </ul>						47605 (b) (5) (G)
135 135 135 135	<p>8. Admission requirements, if any (<i>Element 8</i>)</p> <ul style="list-style-type: none"> <li>admission assurances preferences</li> <li>lottery assurance and procedures</li> <li>waiting list</li> <li>preference (if applicable)</li> <li>states the charter school will admit all pupils who wish to attend</li> <li>efforts the school will employ to recruit academically low-achieving, students with disabilities, and economically disadvantaged students</li> </ul>						47605 (b) (5) (H)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		139	9. Manner in which an annual independent financial audit will be conducted and exceptions/deficiencies resolved ( <i>Element 9</i> )				
145 145 145 145 151 153 148 145 146 145	10. Procedures by which students can be suspended or expelled ( <i>Element 10</i> ) <ul style="list-style-type: none"> <li>• procedure for involving parents, students and staff in designing and implementing a discipline policy</li> <li>• due process for students</li> <li>• appeals of disciplinary action</li> <li>• procedures for ensuring rights of students</li> <li>• list of suspension and expulsion offenses</li> <li>• suspension and expulsion procedure</li> <li>• general discipline approach</li> <li>• procedures for rehabilitation readmission and interim placement</li> <li>• district required language regarding special education students</li> </ul>						47605 (b) (5) (J)
161	11. Procedures for dealing with staff issues ( <i>Element 11</i> ) <ul style="list-style-type: none"> <li>• relationship between the teachers and the district/county bargaining unit</li> <li>• process by which salaries, benefits working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined</li> <li>• labor procedures which will be applied to employees</li> <li>• process for resolving complaints/grievances</li> <li>• process for ensuring due process</li> <li>• manner by which staff members will be covered by STRS, PERS, Social Security or Medicare</li> <li>• process for staff recruitment, selection, evaluation and termination</li> <li>• Procedure for processing and monitoring credentials</li> <li>• Reporting PERS/STRS contributions</li> </ul>						47605 (b) (5) (K) 47605 (1)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
162	<p>12. Public school attendance alternatives for pupils residing within the district/county who choose not to attend the charter school (<i>Element 12</i>)</p> <ul style="list-style-type: none"> <li>inform parents or guardians of each pupil enrolled in the charter that pupil has no right to admission in a non-charter District school as a consequence of charter school enrollment</li> <li>not require any child to attend a charter school nor any employee to work at a charter school</li> <li>District required language regarding attendance alternatives</li> </ul>						47605 (b) (5) (L)
163	<p>13. Description of the rights of any employee of the district/county upon leaving the district/county to work in a charter and rights of return to the district/county after employment in a charter school (<i>Element 13</i>)</p> <ul style="list-style-type: none"> <li>what the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county</li> </ul>						47605 (b) (5) (M)
165	<p>14. Procedures to resolve disputes relating to provisions of the charter (<i>Element 14</i>) See LAUSD "District Required" Language</p> <ul style="list-style-type: none"> <li>District required language regarding the dispute resolution procedures</li> </ul>						47605 (b)(5) (N)
169	<p>15. Declaration of Exclusive Public School Employer (<i>Element 15</i>)</p>						47605 (b)(5) (O)
170	<p>16. Description of charter school closure procedures. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records (<i>Element 16</i>)</p> <ul style="list-style-type: none"> <li>District required language regarding charter school renewal, revocation, and closing procedures</li> </ul>						47605(6) A (ii) O

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		122	Other Items: 17. Description of the manner in which administrative services of the school are to be provided				
117	<ul style="list-style-type: none"> <li>• responsibility for evaluating employees</li> <li>• criteria and procedures used in evaluation</li> <li>• how hiring decisions are made</li> </ul>						
<b>Error! Bookmark not defined.</b>  <b>Error! Bookmark not defined.</b>  <b>Error! Bookmark not defined.</b>  <b>Error! Bookmark not defined.</b>	18. Budget for the financial operation which is consistent with the requirements of any school district budget <ul style="list-style-type: none"> <li>• proposed first year operational budget (including start-up costs)</li> <li>• financial projections for first three years</li> <li>• process for investment procedures and deposit of funds</li> <li>• procedure for ensuring adequate cash flow</li> </ul>						47605(g)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		127	19. Liability of district/county to handle payments if charter school defaults <ul style="list-style-type: none"> <li>• for schools organized pursuant to Non-Profit Benefit Corporation Law</li> <li>• for schools not covered by Non-Profit Benefit Corporation Law</li> <li>• AB 1994</li> <li>• general assurances “District Required” language</li> </ul>				
132	20. Court-ordered Integration Language <ul style="list-style-type: none"> <li>• action Plan for 70:30 or 30:70</li> </ul>						

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

## **INTRODUCTION**

This proposal establishes West Athens Charter High School, which will be operated as a California nonprofit public benefit corporation under the IRS tax code section 501 (c)(3). West Athens Charter High School (hereafter may also be referred to as West Athens High or the School) will be located within the territorial jurisdiction of the Los Angeles Unified School District (hereafter may be referred to as the District) with support services, if any, designated and delineated through a mutually agreed Memorandum of Understanding (MOU) between the School and LAUSD (the District). The School will provide a voluntary public education choice for any 9-12 grade students residing in California whose parent/guardian can provide them with reasonable transportation to and from the school site. However, the School will aim its student recruitment efforts towards students living within the area of Los Angeles known as West Athens.

The objective at West Athens High is to provide a vehicle for the delivery of a rigorous, challenging and personalized educational experience that is aligned with California State Learning Standards.

Students at West Athens High will master foundational skills in core content areas within standard classroom settings and learn how to work effectively on group and individual projects that reflect what they have been learning in the classroom. Teachers will provide instruction in foundation skills balanced with hands-on, primarily science and engineering thematic projects, thus allowing students to begin exploring areas of personal interest that can lead to a career choice. Students will leave West Athens High having built a portfolio of academic success and healthy living practices.

Students will rotate through a schedule that includes 90 minute blocks, which include Advisory and Learning Lab blocks as well as regular academic subject blocks (refer to Scope and Sequence charts beginning on page 26). A teacher (hereafter may be referred to as Advisor) with expertise in the specific instructional area will be responsible for each block. And, all students will participate in an advisory block in which their advisory teacher will help them learn about responsible behavior and setting goals. This advisory group time will serve as a period for advisory teachers to review and track individual student's progress.

During the Advisory, Learning Lab and regular academic blocks all students will build a solid academic foundation and participate in physical education activities and the arts through a mixture of classroom instructions, student projects and hands-on experiences. As students gain confidence and maturity, they will pursue projects and study topics that are primarily associated with their personal career choice in which the focus will be on the essential and new "3Rs" of education: Rigor, Relevance, and Relationships.

## **NEED FOR WEST ATHENS CHARTER HIGH SCHOOL**

West Athens Charter High School is needed as an alternative choice for students who warrant an approach to learning that places teachers responsible for student outcomes. The school will serve students from all social and economic groups within the Los Angeles Unified School District (LAUSD) and beyond; targeting youth whose educational experience to date has not resulted in optimal academic or personal success. Each student deserves a learning environment that meets his/her individual needs and provides a clear avenue for success. We believe that real choice for parents can be offered only when schools exist that are fundamentally different. High schools within LAUSD offer some specialized programs, yet the majority of these programs are not fundamentally different from one another. Most are based solely upon time and schedules. Students attend regularly scheduled academic classes with content that often does not connect students with real-world situations. And, in most traditional classes, there are students of varying degrees of competency, which makes it difficult for teachers to serve all students equally; some are inevitably left behind while the more competent students can become bored and restless. Because all West Athens High students will have a Personal Learning Plan that outlines their academic schedule, learning can be molded to fit each student's needs regardless of his/her competency level.

This new high school model will effectively establish the necessary systems, structure, learning experiences and tools to move students beyond dependency in learning to become successful independent learners and leaders. West Athens High will have the flexibility of time, space and resources to meet the learning needs of students... *providing the right instruction for the right student at the right time.*

Students at West Athens High will participate in a rigorous academic schedule that includes a mixture of classroom instructions and student projects that will help to ensure college readiness and teach skills consistently identified as essential for workplace success while preparing for meaningful employment. Value-added assessments and the development of PLPs will serve as guides to assure each student receives the support and educational services needed for personal success.

West Athens Charter High School's positive youth development approach will create a strong foundation for future learning through critical thinking, problem solving and conceptual understanding in a practical, real-world context. Recognizing that "passion is the greatest motivator," West Athens High is designed to align with what most youth are seeking, which is: a) concentrated skills training that gives access to meaningful employment; b) a means and a purpose to continue education; c) personal and peer support to overcome difficulties; d) a set of positive values strong enough to compete successfully with the culture of the street and give meaning to life; and, e) a clear vision of who they are and what they can become.

### **FOUNDING GROUP**

West Athens Charter High School's founding group consists of a diverse group of individuals. For a list and resumes of the members of our founding group, refer to page **Error! Bookmark not defined.**

## **DESCRIPTION OF CHARTER ELEMENTS**

Each California charter school petition must contain, at a minimum, reasonably comprehensive descriptions of each of the following sixteen (16) elements:

1. A description of the educational program of the school. If the proposed school will serve high school pupils, a description of how the school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements;
2. The measurable pupil outcomes identified for use by the school;
3. The method by which pupil progress in meeting those pupil outcomes is to be measured;
4. The school's governance structure, including parental involvement;
5. The qualifications to be met by individuals employed to work at the school;
6. Procedures to ensure health and safety of pupils and staff;
7. The means by which the school will achieve racial and ethnic balance among its pupils, reflective of the general population residing in the district in which the school will be located;
8. Admission requirements, if applicable;
9. The manner in which annual financial audits will be conducted, and the manner in which audit exceptions and deficiencies will be resolved;
10. The procedures by which pupils may be suspended or expelled;
11. Provisions for school staff coverage under the State Teachers Retirement System, the Public Employees Retirement System, or federal social security;
12. The public school alternatives for pupils residing within the district who choose not to attend the charter school;
13. 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;
14. A dispute resolution process;
15. A declaration whether or not the charter school will be the exclusive public school employer of the school's employees; and
16. The procedures to be used if the charter school closes.



## **AFFIRMATIONS OF SPECIFIED CONDITIONS**

(1) West Athens Charter High School will be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, shall not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements, shall not require any child to attend the school nor any employee to work at the school, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. Except as provided in paragraph [2], admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state, except that any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

(2) (A) West Athens Charter High School shall admit all pupils who wish to attend the school.  
(B) However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.

(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) If a pupil is expelled or leaves West Athens Charter High School without graduating or completing the school year for any reason, West Athens Charter High School will 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. This paragraph applies only to pupils subject to compulsory full-time education pursuant to [EC] Section 48200.

(4) The duration of West Athens Charter High School's initial charter petition will be five (5) years.

## **ELEMENT ONE: Educational Program**

- The address of the Charter School is: 8825 South Vermont Avenue, Los Angeles, CA 9004
- The phone number of the Charter School is: 213-219-2653
- The contact person for the Charter School is: Dr. Edward Robillard
- The term of this charter shall be from the day the charter school receives its CDS Code # to five (5) years from that day.
- The grade configuration is: 9-12
- The number of students in the first year will be: 150
- The grade level(s) of the students the first year will be: 9-11
- The scheduled opening date of the Charter School is: August 22, 2011
- The admission requirements include: As stated in Element 8 of this charter.
- The operational capacity will be: 400 students
- The instructional calendar will be: As stated in the Daily Schedule and School Calendar section in Element 1.
- The bell schedule for the Charter School will be: As stated in the Daily Schedule and School Calendar section in Element 1.
- If space is available, traveling students will have the option to attend.

### **1. Element One Summary**

Note: West Athens Charter High School design team fully accepts and understands the school's obligation to comply with specific sections of the Education Code: Sections 47611 (STRS, which provides retirement related benefits and services to teachers in public schools and community colleges) and 41365 (Revolving Loan Fund, which provides low-interest loans of up to \$250,000 to new charter schools to help meet purposes established in the schools' charters), and all laws establishing minimum age for public school attendance, which in California is compulsory for anyone between six and eighteen years of age for full-time education.

## 2. Responsibility for Operations

The operations of the charter school shall be the sole responsibility of West Athens Charter High School, Inc. through its Board of Directors, whose members' primary function will be to provide supervisory oversight of all the school's operations. The Los Angeles Unified School District (LAUSD) will provide its own supervisory oversight for the charter school via a LAUSD representative who will be a member of the charter school's Board of Directors and possibly via other appropriate means as prescribed by law and agreed upon by LAUSD and West Athens Charter High School, Inc. through a Memorandum of Understanding (MOU).

## 3. Implementation Plan

- a) Grade Level roll out –West Athens Charter High School will implement the following grade levels respectively, and will reach full capacity in 2015-16:

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
9	50	100	100	100	100
10	50	50	100	100	100
11	50	50	75	100	100
12	0	50	75	75	100
<b>Total Enrollment</b>	<b>150</b>	<b>250</b>	<b>350</b>	<b>375</b>	<b>400</b>

- b) Start up plan, late spring and summer 2010 - typical pre-opening plans will include, but may not be limited to:
- Hiring principal and support staff;
  - Hiring and training of teachers;
  - Securing and preparing the facility;
  - Ordering books, instructional materials and classroom supplies;
  - Ordering Office and classroom equipment; and,
  - Securing the needed insurance policies.

## 4. Target Student Population

West Athens Charter High School will admit all grade-level appropriate students residing in California who wish to attend. The school will not discriminate against any student on the basis of characteristics listed in Education Code section 220, which include: disability, gender, 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; will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements; will not require any child to attend the school nor any employee to work at the school; and, admission to West Athens Charter High School will not be determined according to place of residence, except that students residing in the jurisdiction of LAUSD will be given preference over students residing outside the District.

West Athens High will serve 50 students each in grades 9, 10 and 11 (total of 150) in its first year and add an additional 100, 9<sup>th</sup> grade students each year thereafter and an additional 25, 11<sup>th</sup> and 12<sup>th</sup> grade students in year 3 until, which combined by year 5 when the school will be

servicing a total of 400 students; 100 in each of grades 9 – 12. A determination will be made at that time as to whether or not to increase the number of new 9<sup>th</sup> grade students in subsequent years.

The student population will reflect the ethnic diversity of the student population of LAUSD, academic achievement, skills, interests, and ethnic and socioeconomic status. West Athens Charter High School will be non-sectarian in its programs, admission practices, employment practices and all other operations. The School will not charge tuition and will not discriminate on the basis of ethnicity, national origin, gender, or disability.

Even though West Athens Charter High School will serve primarily students from LAUSD that reflect the demographic make-up of the District, and because of the school’s prospective location in the West Athens/Westmont area, Hispanic and African American student population may be the dominant ethnic groups.

According to the 2000 census, the report called *“Language Spoken At Home by Community and Unincorporated Communities Person 5 years and over, City of Los Angeles,”* within 4-8 mile distance from the area of West Athens/Westmont, the general vicinity in which the school will be located, a total of 23,446 families indicate that Spanish is the language spoken at home.

This includes the following communities that will be in close proximity to the school, all of which are within the service boundary of LAUSD. These communities are: West Athens; Westmont; Gardena; South Gate; and Watts. The chart below indicates the general population ethnic demographics of these communities:

City	% Hispanic	% African American	% White	Total Population
West Athens	25%	65%	13%	9,101
Westmont	40%	58%	12%	31,623
Gardena	32%	26%	24%	57,746
South Gate	92%	0.1%	0.8%	96,375
Watts	61%	38%	0.6%	34,830

*Source: 2000 U.S. Censes*

Furthermore, as indicated in the below table on student demographics from selected schools in the West Athens/Westmont area, Hispanic/Latino will be a prominent ethnic group. Therefore, West Athens Charter High School will focus on recruiting first and second generation immigrant students representative of general LAUSD student population. In addition to the strong and rigorous instructional programs, the School will provide language and multicultural programs that will help first and second generation immigrants become acclimated in the American culture while maintaining and valuing their own cultural identity.

West Athens Charter High School will create a small community with an ultimate enrollment of 400 students in grades 9-12. This growth plan will give West Athens Charter High School

the opportunity to gradually build its standards based curriculum and assessments plans, train teachers in constructivist pedagogy and build a school culture that promotes and appreciates cultural diversity.

## **5. Equal Access**

Ensuring equal access to academically low-achieving students, gifted, low SES, ELLs, special education, and reclassification of ELLs shall be accomplished through the school's Personal Learning Plan (PLP) procedure in which each student, upon entrance to the school, undergoes a comprehensive evaluation procedure conducted by trained school staff members to determine at what grade level or capacity he or she is. Then, using their PLPs, students are assigned appropriate intervention or advanced level measures that prepare them for achieving their academic goals. Additionally, all PLPs undergo periodic review by each student's advisory teacher to determine if the student is: (1) keeping up with his or her academic studies; (2) is not hindered for any reason from advancing; and (3) is receiving the necessary instructions and help that allow him or her to be academically successful (for further information, refer to *Skills and Measurable Outcomes* on page 93). West Athens will meet all requirements of Federal law as it pertains to providing equal educational opportunities for English language learners.

Additional supports for ELLs include a comprehensive approach for students who are at ELD (English Language Development) levels 1 and 2, West Athens offers a Basic Bilingual Program that offers both access to standards-based core curriculum classes and ESL (English as a Second Language) classes for English language literacy. This program will be supported by the following student learning opportunities:

- Connect students to after school and Saturday English Language Learner classes at the local community colleges
- Provide supplemental materials in the home language to ensure access to core
- For ELD levels 3 and 4 provide a full immersion program with access to differentiated instruction in all core classes through the different projects, as well as full access to A-G requirements.
- Utilize High Point as the main textbook for lower level ELD and for on-going support for upper levels
- Monitor ELL progress by creating EL folders in their PLP, with EL target goals that include all the components for reclassification.
- Provide lower level ELs the opportunity to participate in arts and hands-on activities with language support to enhance their academic vocabulary in English.
- Provide the opportunity for students to fulfill the Foreign Language requirements through the Language Equivalent Examination.
- After-school and Saturday tutoring
- Bilingual aides and tutors as primary language support
- Cooperative learning activities, conducted in English with primary language support as needed, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
- Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English

Teachers will need to adapt how they teach to accommodate the needs of their students

who are English Language Learners. It is important to prepare lessons in advance to make suitable accommodations, and to be aware of how much ELL students actually understand. Teachers will employ the following strategies to help their students, and also adjust the class structure and assignments:

- Simplify the language of instruction and not the concept being taught. Use simple sentence structure (verb-subject-object). Avoid the passive tense and compound and/or complex sentences.
- Provide instructions and messages in written and verbal form.
- Build background knowledge before teaching a lesson.
- Write homework assignments on the board.
- Use scaffolding techniques so that new students can be successful on assignments with the rest of the class.
- Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner, eliminating all nonessential information.
- Impart information through several learning modalities: oral, visual, auditory, realia, and kinesthetic.
- Present content area vocabulary and concepts using pictures, objects and hands-on activities.
- Provide concrete examples of words using PowerPoint, flashcards, pictures and objects.
- Use graphic organizers such as webs, Venn diagrams, and charts to make information more accessible. Textual material is usually too dense for second language learners.
- Employ a variety of questioning and dialogue strategies in order to determine students' level of comprehension, that are specific to students' level of language understanding.

West Athens teachers and administrators will constantly monitor the progress of ELL student using the following measurement tools:

- California English Language Development Test (CELDT)- once a year
- EL Portfolio that includes writing examples and results of oral assessments
- Measures of Academic Progress (MAP) Reading and Language Use Tests- three times a year
- In-class teacher assessments and observations

Principal will have quarterly meetings with teachers and discuss the level of ELD level of ELL students and determine the necessary modifications in teaching strategies.

Parents: Provide information to parents in all the available support for Language Learners, including but not limited to, support classes through the community colleges – dual enrollment-, information in the Reclassification Process and the supplemental home language materials available for students in levels 1-4. Inform parents of their right to participate in all decision making committees including the school's Curricular Committee.

Professional Development: In order to ensure access to core and the delivery of differentiated instruction for EL and ELL students, teachers at West Athens will be CLAD/BCLAD Certified or in the process of becoming certified. We will hold Professional Development in all SDAIE strategies, specifically around Language through all content areas. Teachers will be required to participate in a series of on-going training for Thinking Maps in all the phases of its implementation.