



LOS ANGELES UNIFIED SCHOOL DISTRICT

Wilbur Charter for Enriched Academics

A DISTRICT AFFILIATED CHARTER SCHOOL

5213 Crebs Avenue, Tarzana, CA 91356

Renewal Petition

Submitted
March 15, 2017

TERM OF PROPOSED CHARTER

JULY 1, 2017 TO JUNE 30, 2022

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Wilbur Charter for Enriched Academics (also referred to herein as “Wilbur CEA”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(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 legal guardian, within this state, except that an 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 school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, 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. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

GENERAL INFORMATION

• The contact person for Charter School is:	Deborah Plat
• The address of Charter School is:	5213 Crebs Avenue, Tarzana, CA 91356
• The phone number for Charter School is:	818-345-1090
• Charter School is located in LAUSD Board District:	4
• Charter School is located in LAUSD Local District:	Northwest
• The grade configuration of Charter School is:	TK-5th
• The number of students in the first year of this Charter will be:	675
• The grade levels of the students in the first year will be:	TK-5th
• Charter School's scheduled first day of instruction in 2017-2018 is:	August 22, 2017
• The current operational capacity of Charter School is:	830
• NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	8:01 AM-2:29 PM
• The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Wilbur Charter for Enriched Academics, formerly known as Wilbur Avenue Elementary School, is an affiliated charter school, part of the Los Angeles Unified School District. The school is located in Tarzana, in the western San Fernando Valley, and opened for students in 1959.

Since Wilbur's charter conversion to affiliated charter status, our student enrollment has grown each year with a wait list of approximately 200 students every year. The CST test was no longer administered after the first 2 years of the charter term, but our scores during those years exceeded district goals, and we met all growth targets. Student performance on the SBAC, implemented in 2013-14 as a field test, has shown growth over the last two years, 2014-15 and 2015-16, in language arts and math. We directly attribute our academic growth in Language Arts and Math to the integration of technological innovations and art across the curriculum. The governance council and the teacher-led committees play a significant part in increasing student performance. Teacher-led committees determine the needs of our students. For example, our Curriculum, Data, and Assessment committee examines and analyzes test scores to determine specific areas of need. Committee reports are given to the governance council. Our governance council then makes decisions based on the educational needs of the program. Decisions directly impact the success and academic achievements of the charter school.

Wilbur CEA fosters a community atmosphere within the Charter School and creates a welcoming environment for families of diverse backgrounds. Our English Language Learners continue to reclassify at a higher rate than that of the district. Non-English speaking new arrivals to the country join our Newcomers Club, taught during Tuesday banked time days by a certificated teacher. The club accelerates the level of English proficiency for our emerging English Language Learners. Our RSP program collaborates with the General Education classroom teachers to help each child achieve grade level success. GATE students at Wilbur participate in a pull-out program with a charter-funded teacher for differentiated instruction.

As we strive to provide these programs, improving the attendance of our students continues to be a priority. Through charter funding, we have hired a parent-community representative who communicates regularly with parents the importance of daily attendance. We would also like to increase the attendance of parents at our monthly governance council and charter committee meetings. In an effort to accommodate more parents' schedules, we've begun to offer meetings at different times of the day. Increasing the amount of technology for students has always been a priority, and most recently the governance council approved and purchased Chromebooks for each 4th and 5th grade student.

Our intent is to preserve our core population of neighborhood students, while opening our enrollment, as capacity permits, to continually strengthen the already established

diversity of the school. We will use our resources to establish ourselves as an innovative center of learning and a vital part of the Tarzana community. Our school will offer a comprehensive, multi-disciplinary curriculum designed to give students the most enriched education possible, preparing students for educational and career success for years to come.

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

Wilbur Charter for Enriched Academics
Address: 5213 Crebs Avenue Tarzana, CA 91356

Elementary Schools	# of Students 2014-15	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% of African American	% of Asian	% of Hispanic /Latino	% of White	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011-203 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank	School Performance Framework Classification (SPF)
Shirley (TK-5)	553	79	26	19	3	5	84	7	824	Yes	No	833	6	8	Watch
Tarzana (TK-5)	453	68	7	32	15	4	47	26	795	No	No	801	5	4	Watch
Vanalden (TK-5)	403	82	8	29	5	9	67	16	850	Yes	Yes	827	7	7	Achieving
Charter Schools															
Calvert CES (TK-5)	345	62	21	12	15	7	47	26	804	Yes	Yes	799	5	2	Achieving
Emilita (TK-5)	413	62	15	28	8	5	47	35	825	Yes	Yes	833	6	8	Achieving
Nestle (TK-5)	586	43	8	17	9	3	13	73	886	Yes	Yes	877	9	8	Achieving
Serrania Ave CES (TK-5)	626	29	9	8	11	13	18	55	879	Yes	Yes	879	8	2	Watch
Wilbur CEA (TK-5)	655	13	6	7	4	5	9	80	914	Yes	Yes	920	9	2	Achieving

STUDENT POPULATION TO BE SERVED

Wilbur Charter for Enriched Academics is a suburban school located in the San Fernando Valley, serving a heterogeneous mix of ethnicities, religions, economic backgrounds and ability levels. As part of the larger Los Angeles Unified School District, we educate transitional kindergarten through 5th grade students. Additionally, we have a special education Pre-School program for 3-5 year olds with special needs. Wilbur Charter for Enriched Academics is located at 5213 Crebs Avenue, in the city of Tarzana, California. The school is primarily comprised of neighborhood students, with approximately seventy-five students yearly attending on lottery permits. Many of the parents of children attending Wilbur Charter are doctors, lawyers, professionals, or in the entertainment industry, and own their homes in the neighborhood. Wilbur is located south of Ventura Boulevard, in a tree-lined, well-maintained neighborhood. There are numerous activities for families located within a short distance from the school: Tarzana Park, Encino Park, Sunrise Little League, Encino-Tarzana Baseball Field, restaurants, and shopping centers. In the immediate geographic area (two-mile radius) there are three public elementary schools, one independent charter school and four affiliated charter schools, along with numerous private schools, both traditional and religious. The school capacity is 830 students, according to the 2016-2017 E-CAST data. The enrollment has fluctuated the past few years, with a high enrollment in 2015-2016 of 667 students. For the years 2005 through the current year, the number has stayed around 660, with a current enrollment of 662, not including our three Special Education Pre-School classes, which have a combined enrollment of 30 students. In accordance with the number of neighborhood students, few are on reduced/free lunch; 2016-17 figures indicate that twenty-eight students, or 4.14% of our total population, receive free/reduced lunch.

The racial and ethnic makeup of Wilbur has historically stayed about the same for the last five years. Approximately 81% of our students are White, including Russian, Israeli, Iranian, and Armenian. The next highest ethnicity is Hispanic, with about 10% of our students falling into that ethnicity. The number of African-American and Asian students has stayed about the same over the same period, with an average of 4% for each. There are several languages spoken at Wilbur CEA, contributing to a rise in the number of English Learners over this same time period. The amount of Spanish speakers has stayed relatively the same, while there has been an increase in Hebrew, Russian, Farsi and Armenian speaking students.

Wilbur CEA will continue to serve grades TK-5, including all students from various cultural, ethnic, and socio-economic backgrounds. We welcome and serve students with multiple modality learning needs, including kinesthetic, auditory, and visual learners. We serve students with 504 plans, students with IEPs and Behavior plans, and address their needs on an individual basis, according to district, state and federal guidelines. We provide enrichment and differentiated instruction for students identified as Gifted and Talented and achieving above grade level, and students who need additional academic support.

We welcome students who don't live in our neighborhood through our charter lottery, and once admitted, those students have the same education as our neighborhood students. Our school has a wonderful reputation, and this has contributed to a lottery wait list over the past five years of over 200 students. Welcome to Wilbur Charter for Enriched Academics!

Current Student Ethnicity, 2016-2017

Ethnicity	# of Students Pref Loc	% of Students Pref Loc
AMERICAN INDIAN/ALASKA NATIVE		
ASIAN	28	4.0%
BLACK	31	4.5%
HISPANIC	65	9.4%
WHITE	553	79.6%
FILIPINO	13	1.9%
PACIFIC ISLANDER	3	0.4%
UNKNOWN	2	0.3%
Overall	695	100.0%
Source: Mydata.lausd.net 2016-2017		

Wilbur CEA Enrollment Roll Out Plan					
Grade	2016-17	2017-18	018-19	2019-20	2020-2021
TK	23	24	24	24	24
Kinder	110	112	114	116	118
1	116	117	118	119	120
2	94	96	98	100	102
3	114	115	117	118	120
4	107	108	108	109	110
5	98	99	100	102	105
Total	662	671	679	688	699

GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement

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

Vision Statement

The vision of Wilbur Charter for Enriched Academics is to provide an engaging, innovative instructional program which challenges all students to become confident 21st century learners. We wish to accomplish the following:

- Maximize student success, based on Common Core State Standards and additional assessment techniques (performance and District interim assessments, Smarter Balance assessments, differentiated assignments, and student portfolios).
- Expand multiple modality learning opportunities for all students, with an emphasis on enriched learning experiences, differentiated for subgroups (children identified below grade level, Gifted and Talented, Special Needs, and English Language Learners).
- Promote the use of assessment data to plan innovative instruction using progressive teaching methods, and to create a highly qualified staff through targeted professional development.
- Actively encourage the Tarzana community to participate in opportunities that shape the dynamic learning environment at Wilbur CEA.
- Communicate and articulate with neighboring middle and high schools, especially through our Taft Complex Cabinet, Wilbur CEA will continue to build the foundation for an outstanding public education for all its students.

Our School Motto:

At Wilbur CEA, Student Guidelines for Success are:

Dedicated
Outstanding
Lifelong Learners
Prepared problem Solvers
Happy to Help
Innovative and Inquisitive
Noble
Striving to Do Their Best

What It Means to be an “Educated Person” in the 21st Century

To be an effective and educated citizen 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 in traditional subject areas including literature, math, history, science, and art, mastered through problem solving, communication, collaboration, and self-awareness. A student today must be able to adapt efficiently in order to work and contribute to the ever-changing social and global society. The new millennium was ushered in by a dramatic technological revolution. We now live in an increasingly diverse, globalized, and complex, media-saturated society.

According to Dr. Douglas Kellner at UCLA, this technological revolution will have a greater impact on society than the transition from an oral to a print culture (Kellner, Douglas; *New Media and New Literacies: Reconstructing Education for the New Millennium*). A well-educated person in the 21st Century needs to have the following six survival skills advocated by Tony Wagner in his book, *The Global Achievement Gap*:

- Critical Thinking and Problem Solving
- Collaboration Across Networks and Leading by Influence
- Agility and Adaptability Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination

In addition to the rapid advances of technology, the United States has had dramatic changes in its economic structure. Students must be prepared with skills of creativity and innovation in order to become successful contributing adults. "Because other nations have, and probably will continue to have, the competitive advantage of a low wage structure, the United States must compete by optimizing and sustaining the most fertile environment for new and revitalized industries and the well-paying jobs they bring." (*Rising Above the Gathering Storm, Committee on Prospering in the Global Economy of the 21st Century: An Agenda for American Science and Technology National Academy of Sciences, National Academy of Engineering, Institute of Medicine, 2007*).

Educated people accept and appreciate cultural and individual differences and show awareness of the outside world. They cultivate healthy and peer and adult relationships. Such individuals should be able to self-evaluate, take risks, and accept responsibility. An educated person utilizes technology in all areas of curriculum, enhances learning through multiple intelligences, and applies knowledge to the real world and self-expression through the arts.

The faculty and staff at Wilbur CEA believes that learning best occurs under specific conditions. First, the new material must have meaning for the learner. Second, the teacher needs to understand students' prior knowledge and previous experiences. Third, multiple opportunities must be made available for students to practice and use what they've learned. Finally, teacher feedback and reinforcement must be consistent and meaningful.

"The new definition of lifelong learning is not learning new skills, it's about getting rid of the barriers in your head that prevent you from seeing things in new ways." (Ian Jukes, 2016) Wilbur CEA provides classrooms that have safe, nurturing, literature-rich environments, where there is a mixture of whole class and small group instruction that encourages collaborative learning. Teachers offer engaging, relevant activities that are inquiry-based. Classrooms are supported with proper tools and materials, including up to date technology. Learning experiences are created to accommodate multiple

intelligences. Teachers respect individual learning styles and pursue novel approaches to learning. Wilbur CEA recognizes the importance for education to be a partnership between home, school, and community.

How Learning Best Occurs

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

Wilbur CEA Gains in Student Achievement Over Time

Wilbur CEA has shown growth in its' previous API scores over the 2010-2013 years, although there was a drop from 2009-2010. With the implementation of the SBAC Testing in 2014 and the elimination of the state API score, we are implementing strategies to address continuing growth on the SBAC, and any potential state or federal ranking system to be determined in the future. Our goal will be to maintain our school score that falls in the top 10% of scores obtained through the new SBAC testing.

Wilbur CEA API Scores

Year	API Score	Change
2012-2013	929	+12
2011-2012	917	+33
2010-2011	884	-12

Source: cde.gov

CST Trends: English Language Arts 2010-2013

Subgroup	Students Tested			Percent at or above Proficient		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
All Students	442	437	428	80.9%	86.1%	79.8%
African American	14	15	18	57.1%	69.2%	66.7%
Asian	4	17	22	N/A	88.2%	95.5%
Latino	43	42	39	75.0%	78.2%	73.7%
White	381	363	349	82.5%	87.2%	80.0%
English Learner	51	59	65	53.1%	66.7%	61.9%
SWD	46	32	29	52.2%	65.6%	65.5%
Socio-Eco Disadvantaged	47	49	58	59.1%	81.2%	61.9%

Source: cde.gov

CST Trends: Mathematics 2010-2013

<u>Subgroup</u>	<u>Students Tested</u>			<u>Percent at or above Proficient</u>		
	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>
All Students	442	437	428	86.7%	86.1%	82.6%
African American	14	15	18	78.6%	69.2%	66.7%%
Asian	4	17	22	N/A	88.2%	100.0%
Latino	43	42	39	82.9%	78.2%	84.2%
White	381	363	349	87.6%	87.2%	82.1%
English Learner	51	59	65	73.5%	66.7%	68.3%
SWD	46	32	29	66.0%	65.6%	72.4%
Socio-Eco Disadvantaged	47	49	58	68.2%	81.2%	70.7%

Source: cde.gov

Wilbur CEA CAASP/SBAC

Last year was the second full year of the SBAC Assessment Implementation, for students in grade 3rd-5th. For the 2015-2016 school year, our students scored 63% proficient overall in **ELA**, (met and exceeded standards) compared with 60% the previous year, in 2014-2015. On the **Math** portion of the SBAC, our 3rd-5th grade students scored 56% (a growth of 15% from the previous year). We are proud of the fact that we scored higher than the school district or the state of California! Our LCAP goals were to score benchmark from 2014-2015, +2%, which we achieved in both ELA and Math. Wilbur CEA provides numerous supports to all subgroups in an effort to meet proficiency requirements including but not limited to intervention during the school day address specific weaknesses in achievement, working with our Limited Contract Intervention teacher in a small group setting, reinforcement of skills during independent workshop time, small group intervention provided at grade level by teachers and classroom aides, after school support in all areas during Tuesday banked time days, and targeted homework on our IXL on-line computer program.

Current Trends for the CAASP/SBAC in ELA for 2015-16

English Language Arts 2015-2016	% Not/Nearly Met Standards	% Standard not met	% Nearly met	% Standard met	%Exceeds standards	% Met/Exceeds Standards	# Tested
Wilbur CEA	37%	18%	18%	32%	31%	63%	319
CA Students	52%	28%	24%	29%	20%	49%	45,887
LAUSD	61%	36%	25%	25%	14%	39%	267,077

Source: cde.gov

Current Trends for the CAASP/SBAC in Mathematics for 2015-2016

Math 2015-2016	% Not/Nearly Met Standards	% Standard not met	% Nearly met	% Standard met	% Exceeds standards	% Met/Exceeds Standards	# Tested
Wilbur CEA	45%	12%	33%	36%	20%	56%	321
CA Students	63%	35%	28%	17%	20%	37%	46,178
LAUSD	71%	43%	28%	17%	11%	29%	268,718

Source: cde.gov

SBAC Trends by Subgroup 2014-15 & 2015-16 English Language Arts

Subgroup	2014-15 % Meets or Exceeds Standards	2015-16 % Meets or Exceeds Standards
All Students	60%	63%
African American	54%	78%
Asian	68%	73%
Latino	59%	62%
White	60%	65%
English Learners	15%	29%
SWD	28%	30%
Socio-Eco Disadvantage.	58%	53%

Source: mydata.lausd.net

SBAC Trends by Subgroup 2014-15 & 2015-16 Mathematics

Subgroup	2014-15 % Meets or Exceeds Standards	2015-16 % Meets or Exceeds Standards
All Students	41%	56%
African American	8%	44%
Asian	53%	64%
Latino	27%	38%
White	44%	59%
English Learners	19%	11%
SWD	21%	15%
Socio-Eco Disadvantage.	44%	48%

Source: mydata.lausd.net

Although noteworthy that we have improved over two years, as an affiliated charter we strive to have higher scores in all areas. Based on Governance Council discussions and Committee discussions, we have put the following strategies in place so we can meet all Annual Measurable Objectives by providing Students with Disabilities, English Learners, Socio-Economically Disadvantaged, and all other student subgroups with the supports necessary to meet proficiency requirements and our school goals.

- Every teacher, from K-5th, will use the SBAC Blackline Guide for our My Math program as an integral part of their math time
- Parents receive a copy of math facts, by grade level, that must be mastered by the end of the year, in preparation for the following year. This is also posted on our web site
- The “times tables” are affixed to the stairs in the two-story building; every class sees these every time they go up to the computer lab; this serves as a visualization for eventual memorization
- Our students are practicing using the iPads so they will find it easier to navigate the SBAC assessments
- Students grades 3-5 take the Interim Assessments in the Fall/Spring semesters for additional practice
- Our 3rd-5th grade teachers have had PD on using the same language in the classroom for their ELA lessons as that which is used on the actual SBAC assessments
- Our 3rd-5th grade classrooms have word charts in their classrooms, with words for students to learn that are taken from the SBAC assessments
- Our Computer Technology Coordinator works with all grade levels to familiarize them with navigating the keyboards with tasks that are used on the SBAC assessments
- Parents are invited to attend a Spring SBAC meeting to discuss how they can help their children
- In the parent SBAC letter, there are directions on how to access the “practice” tests from the state Department of Education
- On our website, parents have access to a “Parent Testing Tips” information sheet from the district
- Our teachers use Common Core writing books that are written in similar format to the SBAC
- Our teachers and Limited Contract Intervention teacher use the SBAC reports to work with targeted students on skills to be mastered

California Assessment of Student Performance and Reporting Results in Science-Three Year Comparison

Based on our science results, it is evident that since becoming an Affiliated Charter, students in 5th grade have maintained high percentages of students scoring advanced or proficient. The 2013-14 school year showed a slight increase in the amount of students in the Below Basic/Far Below Basic scores. We continue to strive to address all curricular areas, and are providing increased science time and professional development to address the scores.

Results in Science-Three Year Comparison-Grade 5

	Wilbur CEA			LAUSD			State		
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science	80%	76%	76%	51%	54%	53%	60%	60%	60%

cde.gov

Results in Science-Student Proficiency-Wilbur CEA

Result Type	2011-12	2012-13	2013-14
Students Tested	105	96	109
% Advanced	37%	28%	32%
% Proficient	43%	48%	44%
% Basic	18%	22%	17%
% Below Basic	2%	1%	5%
% Far Below Basic	0%	1%	3%

cde.gov

One of our greatest challenges at Wilbur CEA is our attendance rate. Although our enrollment tends to drop by the end of the year, we have seen decrease in the amount of students with a 96% or higher attendance rate, which is one of the metrics of the School Accountability Report Card. We have implemented attendance incentives monthly and quarterly for all students, discussed attendance reports at grade level and faculty meetings, used our Parent/Community Representative to call parents whose students have chronic attendance, used the district's attendance letters as a reminder, and send home the district's attendance policy twice a year. This is also posted on our website. We plan on seeing growth in our student's attendance rates and a decrease in our student's chronic absence rates through close scrutiny of these strategies over the next five years.

Attendance Data Yearly

Year-End Attendance Data	2012-2013	2013-2014	2014-2015	Change
Student Enrollment	675	664	643	-21
96% or Higher Attendance Rate	70.4%	71.1%	62.8%	-8.3%
91% or Lower Attendance Rate	9.9%	7.1%	11.8%	4.7%

mydata.lausd.net

Over the past three years, Wilbur CEA has continually been able to decrease the number of English Learners and has been able to reclassify students. Our goal is to provide a rich language based curriculum for our English Learner population, beginning in Transitional Kindergarten. Our goal for students who are identified in Transitional Kindergarten is to have them reclassify by the end of second grade/beginning of third grade. The chart below shows the reclassification rates trend and the ELs scoring Proficient on the yearly CELDT.

English Learner Progress

	2013-2014	2014-2015	2015-2016
Reclassification Rates Trend	19.7%	7.0%	25.4%

ELs Scoring Proficient on Annual CELDT

	2012-2013	2014-2014	2014-2015
English Learners	50%	73%	84%

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

Wilbur Charter for Enriched Academics LCFF STATE PRIORITIES-BASIC SERVICES						
GOAL #1						
<p>To provide and maintain Basic Services for students the school will assign teachers in accordance with their credentials, including subject matter and EL authorizations provide students with sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter and achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities.</p>				<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/> <input type="checkbox"/></p>		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> ● Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal ● Annual Williams instructional materials review and certification process ● Annual budget review and planning to ensure funds are available for instructional materials ● Internal and/or District annual review(s) of the state and condition of its facilities ● Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal and an annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal, School SAA and ELD Coordinator). ● Quarterly review of ELD and special education programs to identify and obtain all instructional materials needed (Principal, APEIS, and ELD Coordinator). 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.</p> <p>Metric/Method for Measuring: Annual Review of School Compliance with Credentialing and Assignment Requirements</p>						
APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%

Students						
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Outcome #2: The school will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities.

Metric/Method for Measuring: Internal and District Annual Review

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	<i>Exemplary</i>	“Good” or Better Rating				
English Learners	<i>Exemplary</i>	“Good” or Better Rating				
Socioeconomically Disadvantaged Students	<i>Exemplary</i>	“Good” or Better Rating				
Foster Youth	<i>Exemplary</i>	“Good” or Better Rating				
Students with Disabilities	<i>Exemplary</i>	“Good” or Better Rating				
African American Students	<i>Exemplary</i>	“Good” or Better Rating				
American Indian/Alaska Native Students	<i>Exemplary</i>	“Good” or Better Rating				
Asian Students	<i>Exemplary</i>	“Good” or Better Rating				
Filipino Students	<i>Exemplary</i>	“Good” or Better Rating				
Latino Students	<i>Exemplary</i>	“Good” or Better Rating				

Native Hawaiian/Pacific Islander Students	<i>Exemplary</i>	<i>“Good” or Better Rating</i>				
Students of Two or More Races	<i>Exemplary</i>	<i>“Good” or Better Rating</i>				
White Students	<i>Exemplary</i>	<i>“Good” or Better Rating</i>				

Outcome #3: The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.

Metric/Method for Measuring:

Annual Williams Instructional Materials Review and Certification Process

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Wilbur Charter for Enriched Academics
LCFF STATE PRIORITIES-IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS

GOAL #2

In order to comply with the state’s priority on the implementation of the CCSS, the school will deliver standards based high quality, instruction through the use of a curriculum and educational program aligned to the Common Core State Standards. 100% of the teachers will design standards based lessons and ensure that students are exposed to grade level state standards on a daily basis. The school will build the capacity of teachers through differentiated professional development and will annually conduct a needs assessment while monitoring the design and delivery of a high quality standards driven instructional program.

- Related State Priorities:
- | | | |
|---------------------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

- Local Priorities:
- :
- :

Specific Annual Actions to Achieve Goal

- Yield improved annual academic performance outcomes for all students, including EL learners.
- Set internal benchmark performance targets for all students.
- Design and deliver appropriate professional development opportunities for teachers to attend training on CC implementation strategies, for ELA and Mathematics, with the focus on critical thinking, problem solving, and real world applications
- Continued professional development for teachers of EL learners on ELD strategies, with a focus on re-classification and improved performance on the SBAC
- Teachers will implement a high quality education for all students, utilizing various scaffolds and differentiations to ensure access to the California content standards

Expected Annual Measurable Outcomes

Outcome #1: The percentage of students that met standard/exceeded standard in Language Arts on the CAASPP/SBAC

Metric/Method for Measuring: (CAASPP) Smarter Balanced Assessment Consortium (SBAC) English Language Arts summative and interim assessments

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	63%	65%	67%	69%	71%	73%
English Learners	29%	31%	33%	35%	37%	39%
Socioeconomically Disadvantaged Students	53%	55%	57%	59%	61%	63%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	30%	32%	34%	36%	38%	40%

African American Students	78%	80%	82%	84%	86%	88%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	73%	75%	77%	79%	81%	83%
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	62%	64%	66%	68%	70%	72%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	65%	67%	69%	71%	73%	75%

Outcome #2: The percentage of students that met standard/exceeded standard in Mathematics on the CAASPP/SBAC

Metric/Method for Measuring: (CAASPP) Smarter Balanced Assessment Consortium (SBAC) Mathematics summative and interim assessments

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	56%	73%	75%	77%	79%	81%
English Learners	11%	27%	29%	31%	33%	35%
Socioeconomically Disadvantaged Students	48%	61%	63%	65%	67%	69%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	15%	30%	32%	34%	36%	38%
African American Students	44%	71%	73%	75%	77%	79%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	64%	88%	90%	92%	94%	96%
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	38%	60%	62%	64%	66%	68%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	59%	72%	74%	76%	78%	80%

**Wilbur Charter for Enriched Academics
LCFF STATE PRIORITIES-PARENTAL INVOLVEMENT**

GOAL #3

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives and ways in which to support their child's learning.

Related State Priorities:
 1 4 7
 2 5 8
 3 6

Local Priorities:

Specific Annual Actions to Achieve Goal

- Maintain an effective program for parent and family involvement that includes:
- meaningful opportunities for providing and gathering parental input
 - involving parent stakeholders in sharing and receiving information
 - teaching and learning how to support the educational program
 - offer parent workshops to help parents complete the survey
 - parent/community rep will liaison with parents to ensure timely completion of surveys

Expected Annual Measurable Outcomes

Outcome #1: Percentage of parents completing the School Experience Survey annually
Metric/Method for Measuring: School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	42% (all parents)	44%	46%	48%	50%	52%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2: Percentage of parents that feel they are a partner with this school in decisions

made about my child's education.

Metric/Method for Measuring: School Experience Survey and Local Data (sign-ins and school surveys)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	89% (all parents)	90%	91%	92%	93%	94%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3: percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.

Metric/Method for Measuring: School Experience Survey, Meeting Flyers and Sign-in Sheets

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100% (Maintain)				
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A

Students of Two or More Races						
White Students						

**Wilbur Charter for Enriched Academics
LCFF STATE PRIORITIES-STUDENT ACHIEVEMENT**

GOAL #4

The school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments annually and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

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Specific Annual Actions to Achieve Goal

- The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development
- Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Monitor Long Term English Learners (LTEL’s and PTEL’s progress) and if necessary, refer to SSPT
- Utilize class-size reduction teacher to target needs of EL students
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas and to provide a foundation for ELD learners
- Purchase ELD curriculum materials to help achieve student success
- Use the LAUSD provided Smart Start program to ensure EL students have a strong start to the school year
- Provide a “Newcomer’s Club” for new EL students to provide additional language support in an after-school setting
- The EL coordinator will meet with teachers of EL students during grade level meeting time to monitor progress towards re-classification, using MISIS reports

Expected Annual Measurable Outcomes

Outcome #1: The percentage of students that met standard/exceeded standard in Language Arts on the CAASP/SBAC

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

All Students (Schoolwide)	63%	65%	67%	69%	71%	73%
English Learners	29%	31%	33%	35%	37%	39%
Socioeconomically Disadvantaged Students	53%	55%	57%	59%	61%	63%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	30%	32%	34%	36%	38%	40%
African American Students	78%	80%	82%	84%	86%	88%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	73%	75%	77%	79%	81%	83%
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	62%	64%	66%	68%	70%	72%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	65%	67%	69%	71%	73%	75%

Outcome #2: The percentage of students that met standard/exceeded standard in Mathematics on the CAASP/SBAC

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	56%	58%	60%	62%	64%	66%
English Learners	11%	13%	15%	17%	19%	21%
Socioeconomically Disadvantaged Students	48%	50%	52%	54%	56%	58%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	15%	17%	19%	21%	23%	25%
African American Students	44%	46%	48%	50%	52%	54%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	64%	66%	68%	70%	72%	74%
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	38%	40%	42%	44%	46%	48%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	59%	61%	63%	65%	67%	69%

Outcome #3: Increase the number of English Learners who reclassify as Reclassified Fluent English Proficient

Metric/Method for Measuring: Reclassification Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	25%	27%	29%	31%	33%	35%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Wilbur Charter for Enriched Academics
LCFF STATE PRIORITIES-STUDENT ENGAGEMENT**

GOAL #5

The school will annually increase student attendance and decrease chronic absenteeism to foster student engagement and positive student outcomes.

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

-

Specific Annual Actions to Achieve Goal

- Increase annually the percent of students attending 173-180 days
- Maintain attendance incentive programs
- Utilize Parent/Community Rep to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance
- Decrease the number of students missing 16 or more school days each year
- Conduct monthly recognition attendance awards assemblies
- Conduct SSPT for students with chronic absenteeism to provide intervention services and referrals

Expected Annual Measurable Outcomes

Outcome #1: The school will annually increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher).

Metric/Method for Measuring: Student Attendance Rates, MISIS and My Data Reports

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	78%	81%	84%	87%	90%	93%
English Learners	81%	84%	87%	90%	93%	96%
Socioeconomically Disadvantaged Students	79%	82%	85%	88%	91%	94%
Foster Youth	65%	68%	71%	74%	77%	80%
Students with Disabilities	85%	88%	91%	94%	97%	100%
African American Students	87%	90%	93%	96%	99%	100%
American Indian/Alaska Native Students	88%	91%	94%	97%	100%	100%
Asian Students	65%	68%	71%	75%	77%	80%
Filipino Students	78%	81%	84%	87%	90%	93%
Latino Students	77%	80%	83%	86%	89%	92%
Native Hawaiian/Pacific Islander Students	79%	82%	84%	87%	90%	93%
Students of Two or More Races	65%	68%	71%	74%	77%	80%
White Students	85%	88%	91%	94%	97%	100%

Outcome #2: The school will decrease annually the number of students with chronic absenteeism (missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide).

Metric/Method for Measuring: Student Attendance Rate, MISIS and My Data Reports

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	15%	14%	13%	12%	11%	10%
English Learners	12%	11%	10%	9%	8%	7%
Socioeconomically Disadvantaged Students	13%	12%	11%	10%	9%	8%
Foster Youth	12%	11%	10%	9%	8%	7%
Students with Disabilities	13%	12%	11%	10%	9%	8%
African American Students	11%	10%	9%	8%	7%	6%
American Indian/Alaska Native Students	12%	11%	10%	9%	8%	7%
Asian Students	10%	9%	8%	7%	6%	5%
Filipino Students	10%	9%	8%	7%	6%	5%
Latino Students	13%	12%	11%	10%	9%	8%
Native Hawaiian/Pacific Islander Students	7%	6%	5%	4%	3%	2%
Students of Two or More Races	12%	11%	10%	9%	8%	7%
White Students	11%	10%	9%	8%	7%	6%

**Wilbur Charter for Enriched Academics
LCFF STATE PRIORITIES-SCHOOL CLIMATE**

GOAL #6

The school will maintain a positive school climate for students by providing strategies and support committees, using the schoolwide discipline policy.

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 | |

Local Priorities:

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Specific Annual Actions to Achieve Goal

- Clear expectations posted in all common areas, along with rewards and consequences.
- Adhere to the School Safety Plan-Section 5.
- Demonstrate and monitor Rubric of Implementation that describes the school-wide positive discipline program.
- Explicit activities that teaching students to develop positive attitudes.
- Monthly assemblies to recognize good behavior and implementation of “Character Counts” traits.
- Maintain a 0% suspension and expulsion rate by implementing restorative justice strategies throughout the school.
- Annual “Great Kindness Challenge” to encourage student’s kind behavior.

Expected Annual Measurable Outcomes

Outcome #1: The school will maintain a 0% student suspension rate.

Metric/Method for Measuring: School Report Card, Connect-Ed Messages,

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 0% of student suspensions					
English Learners	Maintain 0% of student suspensions					
Socioeconomically Disadvantaged Students	Maintain 0% of student suspensions					
Foster Youth	Maintain 0% of student suspensions					
Students with Disabilities	Maintain 0% of student suspensions					
African American Students	Maintain 0% of student suspensions					
American Indian/Alaska Native Students	Maintain 0% of student suspensions					

Asian Students	Maintain 0% of student suspensions					
Filipino Students	Maintain 0% of student suspensions					
Latino Students	Maintain 0% of student suspensions					
Native Hawaiian/Pacific Islander Students	Maintain 0% of student suspensions					
Students of Two or More Races	Maintain 0% of student suspensions					
White Students	Maintain 0% of student suspensions					

Outcome #2: The school will maintain a 0% of lost instructional days due to suspensions.

Metric/Method for Measuring My data, school report card, school demographics

APPLICABLE STUDENT GROUPS						
All Students (Schoolwide)	Maintain 0% of student suspensions					
English Learners	Maintain 0% of student suspensions					
Socioeconomically Disadvantaged Students	Maintain 0% of student suspensions					
Foster Youth	Maintain 0% of student suspensions					
Students with Disabilities	Maintain 0% of student suspensions					
African American Students	Maintain 0% of student suspensions					
American Indian/Alaska Native Students	Maintain 0% of student suspensions					
Asian Students	Maintain 0% of student suspensions					
Filipino Students	Maintain 0% of student suspensions					
Latino Students	Maintain 0% of student suspensions					
Native Hawaiian/Pacific Islander Students	Maintain 0% of student suspensions					
Students of Two or More Races	Maintain 0% of student suspensions					

White Students	Maintain 0% of student suspensions					
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Outcome #3: The school will maintain a 0% expulsion rate.
Metric/Method for Measuring:

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 0% of student expulsions					
English Learners	Maintain 0% of student expulsions					
Socioeconomically Disadvantaged Students	Maintain 0% of student expulsions					
Foster Youth	Maintain 0% of student expulsions					
Students with Disabilities	Maintain 0% of student expulsions					
African American Students	Maintain 0% of student expulsions					
American Indian/Alaska Native Students	Maintain 0% of student expulsions					
Asian Students	Maintain 0% of student expulsions					
Filipino Students	Maintain 0% of student expulsions					
Latino Students	Maintain 0% of student expulsions					
Native Hawaiian/Pacific Islander Students	Maintain 0% of student expulsions					
Students of Two or More Races	Maintain 0% of student expulsions					
White Students	Maintain 0% of student expulsions					

LCFF STATE PRIORITIES-COURSE ACTION

GOAL #7

The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, Physical Education, Health, and Science and offer a comprehensive enrichment program (STEAM, Computer Lab, Theater, Art, Dance, Music) to 100% of its students every year.	Related State Priorities:		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8
	Local Priorities:		
	<input type="checkbox"/> :	<input type="checkbox"/> :	

Specific Annual Actions to Achieve Goal

- Conduct an annual review of the school’s master schedule, student schedules, and other information.
- Classroom daily schedules will be posted for all core subjects of English/Language Arts, Mathematics, History/Social Studies, Physical Education, Health, and Science and offer a comprehensive enrichment program (STEAM, Computer Lab, Theater, Art, Dance, Music)

Expected Annual Measurable Outcomes

Outcome #1: The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, Physical Education, Health, and Science to **100% of its students** every year.

Metric/Method for Measuring: Annual Review of Master Schedule and Student Schedules

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
English Learners	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Foster Youth	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Students with Disabilities	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
African American Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
American Indian/Alaska Native Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Asian Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Filipino Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Latino Students	Maintain 100% of students having access to the core	Maintain 100% of students having access to	Maintain 100% of students having access to the core subjects			

	subjects	the core subjects	the core subjects	the core subjects	the core subjects	the core subjects
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Students of Two or More Races	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
White Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects

Outcome #2: The school will offer a comprehensive enrichment program (STEAM, Computer Lab, Theater, Dance, Art, Music) to 100% of its students every year.

Metric/Method for Measuring: Collection of enrichment schedules, observations of enrichment classes.

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
English Learners	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Foster Youth	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Students with Disabilities	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
African American Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
American Indian/Alaska Native Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Asian Students	Maintain 100% of students having access to the	Maintain 100% of students having access to	Maintain 100% of students having access to the school's enrichment			

	school's enrichment program	the school's enrichment program	the school's enrichment program	the school's enrichment program	the school's enrichment program	the school's enrichment program	program
Filipino Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Latino Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Students of Two or More Races	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
White Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program

LCFF STATE PRIORITIES-OTHER STUDENT OUTCOMES	
GOAL #8	
The school will implement a strategic intervention system school wide in Language Arts and Math that is accessible to 100% of students who need additional academic support.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • Purchase and maintain licenses for On-Line Math and ELA Intervention Systems • Provide on-going training for teachers on implementation of On-Line Math and ELA Intervention Systems • Provide access to technology (Classroom Computers, Tablets, Chromebooks and Computer Lab) • Provide Certificated Limited Contract Intervention teacher for additional support • Provide in-school and after-school small group intervention 	
Expected Annual Measurable Outcomes	

Outcome #1: The school will implement the IXL Learning Math Intervention Programs school wide in Mathematics that is accessible to 100% of students to increase competencies in concepts and skills, and students will be referred to the Certificated Limited Contract Intervention teacher for additional support

Metric/Method for Measuring: Diagnostic Assessments, IXL Learning Program Built-in Assessments and Student Reports, Student Work Samples, District Interim Block Assessments

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning
English Learners	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning
Foster Youth	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning
Students with Disabilities	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning
African American Students	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning
American Indian/Alaska Native Students	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning
Asian Students	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning
Filipino Students	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning
Latino Students	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning
Students of Two or More Races	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning
White Students	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning	Maintain 100% of students having access to IXL Learning

Outcome #2: The school will implement the Benchmark Advance Reading Program school wide in English Language Arts that is accessible to 100% of students to increase Reading Comprehension and

Reading Fluency.

Metric/Method for Measuring: Diagnostic Assessments, Benchmark Advance Built-in Assessments, Student Work Samples, District Interim Block Assessments, IXL Learning On-Line Program

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the schools ELA Intervention programs
English Learners	Maintain 100% of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the schools ELA Intervention programs
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the schools ELA Intervention programs
Foster Youth	Maintain 100% % of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs
Students with Disabilities	Maintain 100% % of students having access to the schools ELA Intervention programs	Maintain 100% % of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs
African American Students	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs
American Indian/Alaska Native Students	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs
Asian Students	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs	Maintain 100% % of students having access to the school's ELA Intervention Programs

Filipino Students	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs
Latino Students	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs
Students of Two or More Races	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs
White Students	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs	Maintain 100% of students having access to the school's ELA Intervention Programs

How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-long Learners

Wilbur CEA’s goals align with the needs of the whole child, as referenced in our primary goals to provide every child with a learning experience and innovative instructional program that meets the needs of their academic, cognitive, social, and physical development by integrating all areas of the curriculum. Our charter will provide a safe, supportive, and challenging learning environment that encourages students to maximize their learning. Our students consistently perform well on standardized tests; however, our curriculum is much broader than what is evaluated on the SBAC assessments. Our students experience an enriched curriculum that engages them as learners across multiple disciplines, including the arts and technology.

By engaging students through multiple modalities, hands-on learning, the arts and technology, Wilbur CEA faculty inspire students’ intrinsic motivation and build their confidence as learners. Our faculty has high expectations for all students. Our diverse programs ensure that every student at Wilbur CEA builds the skills they need to be successful in life, and beyond. Because our students have access to passionate stakeholders (classroom teachers, supportive parent community, ELA and Math Intervention Programs specialists, support staff, and our administrative team) they have role models who embody excellence, motivation, and a dedication to the joy of learning.

Students at Wilbur CEA will develop lifelong learning skills and interpersonal skills which include

- **Leadership, Collaboration and Cooperation:** Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level.
- **Goal Setting:** Students will learn to set their own short-term and long-term academic goals in keeping with their abilities and based on a high level of expectation inherent in the school community.
- **Critical Thinking and Problem Solving:** Students will learn to be effective problem solvers and will develop critical thinking skills.
- **Technological Thinkers:** Students will learn how to access technology to create technologically advanced classwork that allows them to compete in the 21st Century

INSTRUCTIONAL DESIGN

Framework and Teaching Methodology

Wilbur Charter for Enriched Academics teaching methodologies are framed around differentiated and inquiry based/project based instruction in small groups, that allows students to reach their full learning potential.

Curriculum and Instruction

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

Wilbur CEA's proposed teaching methodologies are based on the Common Core State Standards and the Associated frameworks in all areas: English Language Arts, Mathematics, Social Studies, Science, Visual and Performing Arts, Physical Education, and English Language Development. In order to address the needs of all of our students and identified subgroups of students, Wilbur CEA will balance curriculum-centered and student-centered instruction that is differential, experiential, inquiry-based and project-based. Teachers will use data analysis and shared planning time across grade levels to appropriately differentiate instruction. All methodologies will be supported with authentic, District, publisher, teacher-generated and performance assessments.

The scope and sequence of skills to be taught across the grade levels and the different subjects Wilbur CEA plans to teach have been outlined below. Wilbur CEA believes in a rigorous curriculum that exceeds the California content standards for K-5 disciplines.

English Language Arts

- Develop critical reading skills through the use of fiction and nonfiction
- Form opinions using text-based evidence
- Support reading using the Benchmark Education California Advance Program
- Enhance reading using Literature Circles to meet student's instructional reading abilities
- Critique, justify and theorize in compositions and writing across disciplines
- Implement a school-wide writing program to focus on writing across the curriculum using graphic organizers and grade level writing prompts and vocabulary development
- Develop storytelling, oral language, drama performance skills and active listening skills
- Use technology as a tool for presentations, projects, and interactive documents
- Integrate critical thinking skills, such as Bloom's Taxonomy and Webb's Depth of Knowledge dimensions, into the District's adopted Advance reading program and supplemental core literature
- Apply speaking and listening skills by effectively engaging in a range of collaborative discussions and presentations delivered using appropriate projection, expression, eye contact, and clear speech to varied audiences
- Teach foundational skills, including print concepts, phonics, word recognition, and fluency to address emergent readers
- Integrate vocabulary development across the curriculum
- Differentiate writing instruction to meet the needs of all learners through analysis to pinpoint further scaffolding needs in small group and individual writing workshops

English Language Development

- Instruction in foundational literacy skills, such as phonics and word recognition
- Providing instruction in oral language skills to develop proficiency in listening and speaking in English and using academic English
- Instruction in applying student's knowledge to the English writing system
- Develop understanding about how the English language works and learn to apply this understanding in all curricular areas

Mathematics

- Develop students' mathematical proficiency by applying mathematical thinking and computational skills to real world experiences
- Use My Math program supplemented by Marilyn Burns and Marcy Cook
- Recognize relevant information and review applications by checking work
- Identify operations necessary to solve word problems
- Utilize math manipulatives and digital mediums to construct and strengthen understanding of concepts
- Connect math across all disciplines
- Enhance mathematics using Number Talks, performance tasks available through

various on-line websites and the MyMath website

- Develop students' skills using tools and technology, such as protractors, calculators, computers, rulers, and compasses, and through visual models, such as number lines, tables, hundreds charts, arrays, and place value charts
- Use of the IXL on-line program to review specific skills

Science

- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students' progress through the grade levels
- Propose and develop experiments utilizing the scientific method
- Use hands-on experiments to further research and prove or disprove hypotheses
- Theorize and view other subjects such as music, art, technology, and theory as a scientist
- Use the inquiry-based science instructional program, FOSS, to implement the Next Generation Science Standards

History and Social Studies

- Comprehend their world by studying communities, cities, states, and countries in terms of geography and history
- Develop big ideas by finding parallels and patterns relating to time periods and historical events over time
- Interpret information to draw conclusions and understand cause and effect
- Gain first-hand experiences by role-playing and using interactive units
- Research their own personal histories, heritage, culture, family trees, and traditions supported through research projects and school-wide events
- Use technology to research geography, economics, cultures, traditions, languages, and other societies
- Guide students to appreciate the contributions of different cultures in our society and their impact upon our nation

Visual and Performing Arts

- Integrate dramatic and visual arts across the curriculum
- Promote an awareness and appreciation of the Arts in everyday life
- Provide showcase opportunities for artistic expression
- Use a variety of materials to help facilitate personal expression
- Study and practice different genres across the Arts curriculum
- Use the arts to develop an understanding of the contributions of different cultures to our society and nation

Health and Physical Education

- Learn and apply concepts of good physical, social and emotional health, including nutrition and substance abuse awareness
- Enhance the concepts of team sports and good sportsmanship
- Prepare for Presidential Physical Fitness exam
- Develop small and large motor skills
- Expand an awareness of safety

Innovative Curricular Components of the Educational Program

- Pre-School for All Learners (PAL)
 - Our PAL program is for 3-5 year olds with special needs. The teachers provide parent education on topics such as: behavior intervention, feeding, transitioning techniques, child development, and transition to kindergarten.
- TK/Kindergarten
 - Tree People, Underwood Farms, Reading Buddies, Theater West, 100th Day Celebration, Adventure to Fitness online program, Yogarilla, Starfall, Language Arts and Math online program, IXL Math
- First Grade
 - First grade students participate in Reading Buddies, coding, math journals, IXL, Accelerated Reader, interactive journals, collaboration with Portola Drama Classes, 100 Day celebrations, Adventure to Fitness on-line program, field trips to the Los Angeles Zoo and the California Science Center
- Second Grade
 - Second grade students participate in the Ancestor Fair, IXL and Accelerated Reader, Reading Buddies, planting in our garden, classroom to classroom mail delivery project, Power Point Biographies, visits by the Bug Lady, use of Chromebooks, field trips to the Natural History Museum and the Thousand Oaks Civic Arts Plaza
- Third Grade
 - Third grade students participate in IXL and Accelerated Reader, Literature Circles, Class Recorders, Real World Math Project, Biography projects, "Walk through History Presentation," thematic projects with our Advance reading series, field trips to the Chumash Interpretive Center and a Native American Village Re-enactment
- Fourth Grade
 - Fourth grade students participate in IXL and Accelerated Reader, Reading Buddies, project-based learning, Google Classroom, Peer Play Pals with the PAL classes, field trips to Leonis Adobe and Getty Center

- Fifth Grade
 - Fifth grade students participate in IXL and Accelerated Reader, Reading Buddies, project-based learning, Google Classroom, field trips to Pali Institute, Griffith Park Observatory, the Reagan Presidential Library, the Walk Through Revolution, and the Science/Math Carnival

Enrichment Programs

Enrichment Programs are fully incorporated into the grade-level curriculum to meet and exceed the established California Content Standards. Programs include dance, music, art, drama, library and computer lab. These programs are accessible to all students. Schoolwide ELA Intervention Programs activities include the Winter Holiday Program, Accelerated Reader, IXL, Student Council, Wilbur on the Move, Spell-a-thon, Reading Buddies, Science/Math Carnival, field trips, Outdoor Classroom Gardening Projects, and guest speakers, Red Ribbon week, Great Kindness Challenge, and Character Counts.

Curricular and Instructional Materials

- K-5, Benchmark Advance, English Language Arts
- K-5, Benchmark Advance, English Language Arts Development Component
- K-5, Benchmark Advance, Intervention Component
- Grades 3-5, Varied, grade-appropriate literature
- Grades 3-4, Time for Kids
- K-5, MyMath
- Marilyn Burns and Marcy Cook Math Books
- K-5, FOSS Science Kits and California Textbooks
- K-5, FOSS supplemental materials for NGSS implementation
- Scott-Foresman California Social Sciences
- Grades K-5, McMillan/McGraw-Hill Health and Wellness
- Second Step and Character Counts Literature for Social-Emotional Learning

Instructional Methods and Strategies

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

- Academic rigor – Our methodologies encourage students to gain a deep conceptual understanding of topics or concepts and maintain a high level of engagement of the learning process.
- Clear Expectations – Teachers explicitly define and articulate the state standards in student friendly language. Descriptive criteria and models of work that elaborate these standards are displayed in every classroom, as well as in the Daily Instructional Focus.

- Direct Instruction – Teachers provide strategically planned direct instruction using multimedia and multiple modality techniques appropriate to the developmental needs of their students to teach standards based lessons.
- Guided & Independent Practice – Teachers provide students with appropriate time to be successful at demonstrating their understanding of the concepts or skills being taught.
- Collaborative Groupings – Teachers create flexible small groups in order for students to interact with their peers on various levels. Students share their thinking processes to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning and teamwork. This allows teachers to make observations and assess students while facilitating their work.
- Small Group Instruction – Teachers create small groups to target students who need extra instructional time as well as preview and review.
- Differentiated Instruction – Teachers provide lessons and assignments within the core curriculum that allow students to perform at or beyond their academic levels while maintaining or exceeding state standards.
- Higher-Level Thinking – To prepare students for the future, we believe our task is to help them develop the critical reasoning skills that will enable them to think flexibly, solve complex problems and make sense of their place in the world around them. We encourage our students to move beyond the lower levels of Bloom’s taxonomy to the more sophisticated levels of analyzing, evaluating and creating. Our teachers use Norman Webb’s Depth of Knowledge to assist in creating differentiated lessons for varied groups of learners.
- Integration of the Arts – The Arts are a key component of our school. Teachers use drama, dance, music and visual arts to enhance and deepen the learning experience across the curriculum.
- Integration of Technology – Technology is embedded in all facets of our curriculum to broaden our students’ understanding of the digital world.
- Experiential Learning – Teachers create opportunities for exploration of the major concepts through direct experiences and primary sources. Students relate to the curriculum through plays, field trips, labs, simulations and experiments. It is through these activities that students process, analyze and conceptualize the curriculum.
- Criteria Charts and Rubrics – These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Students are able to understand and self-evaluate their own work and learning as they progress toward rigorous standards. This allows teachers to give effective feedback to the students.

Adhering to the proposed instructional framework and teaching methodologies ensures Wilbur CEA instructors can successfully meet the needs of all students. These subgroups include: GATE, Special Education, English Language Learners, Under-Achieving/Non-Proficient, General Education, and the socio-economically disadvantaged, homeless, and foster youth.

All components of Wilbur CEA's curriculum plan conform to the frameworks for California public schools. Instruction will be standards-based and assessed by the SBAC as scheduled by the Los Angeles Unified School District. Wilbur CEA determines the extent to which they will implement district-adopted curriculum and periodic assessments. Wilbur CEA's Governance Council supports a well-established curriculum committee that is directly involved with the administration in identifying and aligning curriculum, materials, instructional activities, interventions, and periodic formative assessments. Wilbur CEA will use the California content standards for English Language Arts, ELD, Math, Science, Social Studies, Technology, Physical Education, Health, and Art as the primary source for developing lessons and focusing on student learning. Students will be tested and graded upon these standards to demonstrate mastery. As our students demonstrate their needs for acceleration and/or intervention, we use LAUSD-adopted textbooks and appropriate supplemental resources to meet their needs.

How the Instructional Program Will Provide and Support Student Development of Technology-Related Skills and Student Use of Technology.

Technology used properly will help students acquire complex skills they need to survive into adulthood. It starts with using technology as a tool for integration and not as a separate class teaching basic computer skills or specific software programs. Technology integration should be like a pencil to our students, routine and transparent, while supporting our curriculum. At Wilbur CEA, we integrate technology in all subjects and grades through projects working in the classroom, at home, and our computer lab. Through projects, our students acquire and refine their problem-solving skills as they work individually and in groups to search, process information while searching online. Wilbur CEA has a goal to include educational technology as a foundational component of student thinking skills. All students participate in a rigorous curriculum that exceeds the state content standards for technology. Students demonstrate written expression through keyboarding skills, word processing, PowerPoint presentations, Hour of Code (Grades 1-5), Paws in Typing Town, interactive QR codes, Excel spreadsheets and Google Docs. Students explore artistic applications appropriate to grade level with programs such as PowerPoint and Kid Pix. Children research information using a variety of internet sources in order to create content for projects across all curricular areas.

TK/Kindergarten/Grade 1

With guidance and support from teachers and volunteers, our students explore a variety of digital tools, including our built-in digital cameras. Wilbur CEA uses the Kid Pix

program and students tell a digital story using pictures. For instance, they will select an animal they want to tell a story about, they select the habitat, draw the animal and include details in their picture. We print it and they share their story adding many details. By the end of the year, they can write a sentence.

Grades 2 and 3

Students do research on the internet and learn how to access the main ideas for their presentations. They use the information to create a PowerPoint presentation learning how to insert new slides, new layouts, screenshots from the internet, pictures from their computer and/or flash drive, transitions and animations. The subjects could range from themselves to a biography. A QR Code will be generated so they can use their digital devices to access their presentations. At our Annual Open House in Spring, parents are able to scan the presentations, with their QR phone app, to see their children's work.

Grade 4

Students start to use Google docs in fourth grade and they love it. They get immediate feedback from their teachers and are able to edit easily. Our students continue with PowerPoint presentations and QR Codes.

Grade 5

Students continue to use google docs, Power Point, Excel, and QR Codes in fifth grade. Our fifth graders do a wonderful project called the "ABC's of _____". This year it will be about one of our 50 states. The program we use is Microsoft Word and they learn how to create tables, borders, insert pictures/screenshots and type. They have to find a picture and type a sentence about their state for each letter of the alphabet. They need to restructure a fact to create a sentence that will have the letter they need. Once the sentence is typed, the letter is highlighted, bolded, underlined, the font and size is changed, as well as, the color.

How Students Are Prepared To Take Computer-Based State Standardized Assessments.

Beginning in Transitional Kindergarten/Kindergarten, technology skills are introduced to build a frame work that will prepare students for the computer-based state assessments. TK students and Kindergarteners are taught the parts of the computer, along with basic functionality. In successive years, students are instructed in grade level technology standards leading towards SBAC readiness. Primary students work on keyboarding skills and computer navigation. Upper grade students focus on word processing, including formatting, Power Point presentations, Excel spreadsheets and graphs. Throughout the year, students in grades 3-5 utilize online test preparation.

Transitional Kindergarten

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

Transitional Kindergarten provides an early childhood education program that builds a bridge between preschool years and traditional Kindergarten. Transitional Kindergarten is the first year of a two year kinder program. TK offers a nurturing environment and delivery of instruction that is developmentally appropriate for young learners as they acquire elementary school readiness skills that not only include academics, but also focus on the development of language and social emotional skills through rich, integrated experiences.

At Wilbur CEA, the focus is on the developmental social-emotional skills while providing age appropriate and developmental experiences in language, literacy, math, the arts, science and social science. The students begin to work toward the Common Core Kindergarten content standards by the end of the year. The majority of the year the students are following the California Preschool Curriculum Framework and the Preschool Learning Foundation. All instruction is modified in order to be age and developmentally appropriate.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

Academic Calendar/Sample Daily Schedules

Wilbur CEA will follow the Traditional Academic calendar set forth by the Los Angeles Unified School District, utilizing in each classroom a morning block scheduling for Language Arts, Math, and English Language Development, with the last portion of the day for social studies, science, physical education and ELA Intervention Programs activities. Below are the schedules for regular, banked day, minimum day, and sample grade level schedules.

Regular Days: 134 Days

	Start of Day	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
All Day Kindergarten/TK	8:06	9:45	10:05	11:30	12:10	2:29	322	319	3
Grades 1, 2	8:06	9:45	10:05	11:50	12:30	2:29	322	319	3
Grades 3, 4, 5	8:06	10:10	10:30	12:10	12:50	2:29	322	319	3

Professional Development Days: 38

	Start of Day	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
All Day Kindergarten/TK	8:06	9:45	10:05	11:30	12:10	1:29	262	259	3
Grades 1, 2	8:06	9:45	10:05	11:50	12:30	1:29	262	259	3
Grades 3, 4, 5	8:06	10:10	10:30	12:10	12:50	1:29	262	259	3

Minimum Days: 10

	Start of Day	Start of Brunch	End of Brunch	Dismissal	Actual Minutes	Required Minutes	Difference
All Day Kindergarten//TK	8:06	10:30	10:50	12:45	252	249	3
Grades 1, 2	8:06	10:30	10:50	12:45	252	249	3
Grades 3, 4, 5	8:06	10:30	10:50	12:45	252	249	3

Holidays and Breaks

First Day of School: August 15, 2017

Admissions Day School Closed: September 1, 2017

Labor Day School Closed: September 4, 2017

Unassigned Day School Closed: September 21, 2017

Veterans Day School Closed: November 10, 2017

Parent Conferences- Minimum Days: November 13, 15, 16, 17, 2017

Thanksgiving Holiday: November 20-24, 2017

Minimum Day: December 15, 2017

Winter Recess: December 18 thru January 5, 2018

Second Semester Begins: January 8, 2018

MLK Jr. Observed: January 15, 2018

Presidents' Day Observed: February 19, 2018

Minimum Day: March 23, 2018
 Spring Recess: March 26 thru 30, 2018
 Caesar E. Chavez Observed: April 2, 2018
 Memorial Day Closed: May 28, 2018
 Minimum Day: June 6, 7, 2018
 Last Day of Instruction: June 7, 2018

Preschool – PAL (Pre-School for All Learners)

	Monday	Tuesday	Wednesday	Thursday	Friday	Banked Day	Minimum Day
8:06-8:45	Opening Circle						
8:45-10:00	Free Choice/Outdoor Learning						
10:00-11:45	Music/Rotations & Outdoor Learning						
11:45-12:10	Lunch						
12:10-12:36	Story Time/Closing/Dismissal						

TK - Kindergarten

	Monday	Tuesday	Wednesday	Thursday	Friday	Banked Day	Minimum Day
8:06 - 9:00	ELA, including ELD						
9:00 - 9:50	Advance (oral language/phonics)						
9:50 - 10:10	Recess						
10:10 - 10:40	Writing						
10:40-11:05	Social Studies & Science						
11:05 - 11:30	Health						
11:30 - 12:10	Lunch						
12:10-12:30	Story Time/Read Aloud						
12:30-1:30	Math						
1:30-2:10	Art, Music, Computer Lab, Theater, Dance, Library						
2:10-2:25	PE						
2:29	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal @ 1:29 PM	Dismissal @ 12:45 PM

1st Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Banked Day	Minimum Day
8:06-9:45	Advance ELA						
9:45-10:05	Recess						
10:05-11:50	Writing, ELD, Vocabulary, Social Studies & Science	Writing, ELD, Vocabulary, Social					
11:50-12:30	Lunch						
12:30-12:50	Story Time/DEAR						
12:50-2:00	Math						
2:00-2:29	PE/Dismissal	PE/Dismissal	PE/Dismissal	PE/Dismissal	PE/Dismissal	PE/Dismissal @ 1:29 PM	PE/Dismissal @ 12:45 PM
	Art, Music, Computer Lab, Theater, Dance, Library Weekly	Art, Music, Computer Lab, Theater, Dance, Library Weekly	Art, Music, Computer Lab, Theater, Dance, Library Weekly	Art, Music, Computer Lab, Theater, Dance, Library Weekly	Art, Music, Computer Lab, Theater, Dance, Library Weekly	Art, Music, Computer Lab, Theater, Dance, Library Weekly	Art, Music, Computer Lab, Theater, Dance, Library Weekly

2nd Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Banked Day	Minimum Day
8:06-8:20	Daily Oral Language/Morning Business						
8:20-9:45	Advance Language Arts & ELD						
9:45-10:05	Recess						
10:05-11:00	Math						
11:00-11:50	Advance Writing						
11:50-12:30	Lunch						
12:30-12:50	DEAR						
12:50-1:30	Social Studies & Science						
1:30-2:15	Health, PE, Art, Music, Computer Lab, Library Weekly	Health, PE, Art, Music, Computer Lab, Library Weekly	Health, PE, Art, Music, Computer Lab, Library Weekly	Health, PE, Art, Music, Computer Lab, Library Weekly	Health, PE, Art, Music, Computer Lab, Library Weekly	Health, PE, Art, Music, Computer Lab, Library Weekly	Health, PE, Art, Music, Computer Lab, Library Weekly
2:15-2:29	Daily Wrap-Up/Dismissal	Daily Wrap-Up/Dismissal @ 1:29 PM	Daily Wrap-Up/Dismissal @ 12:45 PM				

3rd Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Banked Day	Minimum Day
8:06-10:10	ELA & ELD						
10:10-10:30	Recess						
10:30-11:20	Writing						
11:20-12:10	Math						
12:10-12:50	Lunch						
12:50-1:10	DEAR						
1:10-1:50	Health, Social Studies & Science						
1:50-2:20	PE, Art, Music, Computer Lab, Library Weekly						
2:20-2:29	Wrap-up/Dismissal	Wrap-up/Dismissal	Wrap-up/Dismissal	Wrap-up/Dismissal	Wrap-up/Dismissal	Wrap-up/Dismissal @ 1:29 PM	Wrap-up/Dismissal @ 12:45 PM

4th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Banked Day	Minimum Day
8:06-8:20	Morning Business	Morning Business	Morning Business	Morning Business	Morning Business	Morning Business	Morning Business
8:20-10:10	Math/Math Groups	Math/Math Groups	Math/Math Groups	Math/Math Groups	Math/Math Groups	Math/Math Groups	Math/Math Groups
10:10-10:30	Recess	Recess	Recess	Recess	Recess	Recess	Recess
10:30-12:10	Language Arts/Writing/ELD	Language Arts/Writing/ELD	Language Arts/Writing/ELD	Language Arts/Writing/ELD	Language Arts/Writing/ELD	Language Arts/Writing/ELD	Language Arts/Writing/ELD
12:10-12:50	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:50-1:10	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR
1:10-2:00	Rotations: Science/Social Studies/Literature Circles	Writing and Math Extensions	Rotations: Science/Social Studies/Literature Circles	Writing and Math Extensions	Rotations: Science/Social Studies/Literature Circles	Writing and Math Extensions	Rotations: Science/Social Studies/Literature Circles
2:00-2:29	PE/Dismissal	PE/Dismissal	PE/Dismissal	PE/Dismissal	PE/Dismissal	PE/Dismissal @ 1:29 PM	PE/Dismissal @ 12:45 PM

5th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Banked Day	Minimum Day
8:06-8:30	PE	PE	PE	PE	PE	PE	PE
8:30-9:10	Language Arts/ELD	Reading/ELD	Health	ELA Centers/ELD	Language Arts/ELD	Language Arts/ELD	Language Arts/ELD
9:10-10:10	Language Arts/ELD	Language Arts/ELD	Language Arts/ELD	Language Arts/ELD	Language Arts/ELD	Language Arts/ELD	Language Arts/ELD
10:10-10:30	Recess	Recess	Recess	Recess	Recess	Recess	Recess
10:30-11:30	Math	Math	Literature Circles	Math	Computer Lab	Math	Math
11:30-12:10	Writing	Writing	Writing	Music	Writing	Writing	Writing
12:10-12:50	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:50-2:00	Rotations: Social Studies, Science & Study Skills	Rotations: Social Studies, Science & Study Skills	Rotations: Social Studies, Science Study Skills, & Art	Rotations: Social Studies, Science & Study Skills			
2:00-2:29	DEAR, Homework & Dismissal	DEAR, Homework & Dismissal	DEAR, Homework & Dismissal	DEAR, Homework & Dismissal	DEAR, Homework & Dismissal	DEAR, Homework & Dismissal @ 1:29 PM	DEAR, Homework & Dismissal @ 12:45 PM

Mathematics Placement Act

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

High School Exit Examination

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

WASC Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students, and shall thereafter maintain WASC accreditation at all times.

PROFESSIONAL DEVELOPMENT

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to staff professional development.

Professional development will be an ongoing component of Wilbur CEA 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 student and staff needs that are surveyed at the beginning of each school year, then forwarded to the

Instructional Leadership Team (ILT). Wilbur CEA's professional development program will be subject to the approval, implementation, and scheduling by the teaching staff. In addition, Wilbur CEA will participate in both site level and district professional development activities. A waiver is in place allowing Wilbur CEA to begin professional development on Tuesdays at the start of each school year.

During committee meetings, our Curriculum, Data, and Assessment Committee will analyze data to ensure we are meeting the goal for our students set forth in our charter petition. This data will be presented to staff to help drive our professional development topics for the year.

In addition to any district or state mandated professional development, Wilbur CEA shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Professional development topics may include: technology training, differentiation strategies, ELD support, grade level articulation, grade level-specific conferences, Next Generation Science Standards, new report card system, and Common Core State Standards.

Any professional development required by the district for newly-adopted curriculum selected by the Wilbur CEA will, in turn, be funded by the district consistent with its practice for other district schools. District or state mandated professional development will be scheduled to meet compliance requirements with LAUSD or the state of California.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *English Learner Master Plan*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *English Learner Master Plan*.

Wilbur Charter for Enriched Academics continues to work with English Learners to ensure that they meet or exceed English language proficiency and grade level standards comparable to their fluent English proficient peers. The Principal and EL coordinator work closely with teachers and families to ensure the District's English Learner Master Plan is being followed and accountabilities are met. They also ensure teachers receive support in meeting the goals of each student. There is open communication with parents through our monthly ELAC meetings. Topics include CELDT/ELPAC testing, CAASPP SBAC testing, Common Core State Standards, California State ELD Standards, program elements, and reclassification. Wilbur Charter provides English Learners with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners are: (1) based on sound educational theory, (2) adequately

supported with trained teachers and appropriate materials and resources, and (3) periodically evaluated to make sure the program is successful and modified when needed.

Wilbur Charter follows the Los Angeles Unified School District's Master Plan for the education of our English Learners to provide opportunities for non-English speaking students to become fluent and literate in English. The EL coordinator works closely with teachers to plan and implement meaningful EL lessons. Teachers incorporate many resources and strategies in their daily EL lessons. Specific instructional strategies used include SDAIE techniques including use of realia, total physical response, think pair share, scaffolding, reciprocal teaching, and thinking maps. Teachers also use EL lessons from the Advance reading series including visual vocabulary cards and specific EL readers. Wilbur Charter's goals for our English Learners are to move students up by at least one English development level each year, while maintaining a positive self-image toward their own cultural background.

In order to identify potential English Learners, Wilbur Charter will include the home language survey as part of the enrollment forms upon a student's initial enrollment into our school. All students who indicate that their home language is other than English will take the California English Language Development Test (CELDT). The results of this test will determine if they are EL or not. The CELDT will be given annually to all designated EL's until re-designated as fluent English proficient.

Wilbur Charter follows The Los Angeles Unified School District's Master Plan for the education of our English Learners to provide opportunities for non-English speaking students to become fluent and literate in English. Since we only have a few EL students in each grade level they are clustered together within each grade. The classroom teacher provides EL instruction within the classroom, to meet the daily guidelines of 60 minutes for levels 1-3 and 45 minutes for levels 4 and 5. Wilbur Charter follows the new ELD guidelines of providing English Learner students with a high quality program that will enable them to become proficient in English and to develop skills and confidence in reading, writing, speaking, and listening. EL instruction is based on the results of the CELDT, DIBELS, and classroom performance.

Students are identified as either Emerging, Expanding, and Bridging and then taught each area of ELD standards, which include: Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Based on the student's level of communication: Collaborative, Interpretive, or Productive, they create lessons to meet the needs of the students. Teachers incorporate into their lessons many opportunities to engage in dialogue with others by exchanging information and ideas and offering opinions on both fictional and nonfictional topics. They read stories aloud as EL students actively listen and answer questions about what was read and read closely to explain ideas from the readings. The ELD standards are used along with CA CCSS to provide a comprehensive program for our EL students.

Struggling EL students will be identified by the annual CELDT results, DIBELS, Smarter Balance Assessments, and classwork and will be provided with targeted instruction in identified areas of difficulty. Long Term English Learners (LTEL) will be identified by the number of years they have been in the EL program and teachers along with the EL Coordinator will analyze their CELDT results, DIBELS scores, and class work and determine what new strategies can be used to help them achieve proficiency in English. They will also be evaluated to see if they have a processing problem or a learning disability. Each year in collaboration with the principal, EL coordinator, and the teachers, Wilbur Charter will evaluate their EL program by:

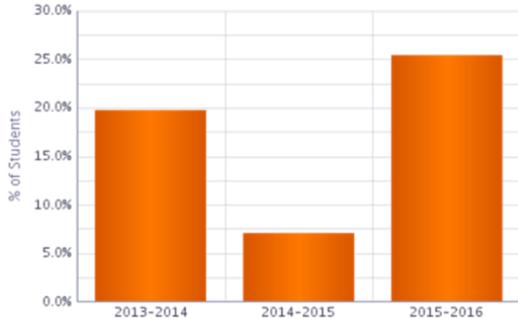
- Monitoring that all students identified on the home language survey were given the CELDT.
- Monitoring that all annual CELDT tests were given.
- Monitoring the reclassification of EL students.
- Monitoring that the minimum daily EL instructional minutes requirements were met.
- Monitoring that the ELD standards were incorporated into classroom lessons.
- Monitoring the CELDT, DIBELS, and grades of our EL students.

The progress of ELs, RFEPs, and LTELs will be evaluated by their DIBELS scores, grades, class work, teacher observations, and CELDT results where applicable. The teachers will work with the Principal and EL coordinator to reclassify EL students based on the following LAUSD Reclassification Criteria:

- To reclassify students in grades 2-5, students need an annual CELDT overall score of 4 or 5 with scores of 3 or higher in listening, speaking, reading, and writing. The teacher has evaluated the student and given a progress report grade of 3 or 4 in ELA in reading, writing, listening, and speaking, and the student has benchmark scores on all subtests of DIBELS on the MOY or EOY assessments.
- The MOY assessment scores may only be used for reclassification purposes until the EOY assessments are given. The school will consult with the parent or guardian and obtain their approval. Once it has been determined that a student has met all the criteria to be reclassified, the school will reclassify the student using MISIS, and send home a parent letter for their signature and approval.
- For students in grades K-1, the students need either an overall CELDT score of 4 with scores of 4 or higher in reading, writing, listening, and speaking, or an overall CELDT score of 5 with scores of 3 or higher in reading, writing, listening, and speaking, report grades of 3 or 4 in ELA reading, writing, listening, and speaking, benchmark scores on all the subtests of DIBELS in MOY or EOY, and consult with the parent or guardian to obtain approval. The school sends all documentation to the district for approval.

We have been able to continue to minimize the number of students who remain long term English Learners. Our goal for English Learners that are identified in Kindergarten continues to be reclassification by the end of second grade or the beginning of third grade. Data shows that our work with our ELD learners has been effective. Our ELD

coordinator meets monthly with our grade levels to analyze the results of the CELDT. DIBELS and classroom performance to help teachers work on ELD and re-classification goals. These charts show our increased re-classification rates over the last three years, performance trends on the CELDT, and CELDT Annual growth data.



School Year	# EL	# Reclassified	% Reclassified
2013-2014	66	13	19.7%
2014-2015	57	4	7.0%
2015-2016	67	17	25.4%

Source: mydata.lausd.net

CELDT Performance Trends

	2014-2015	2015-2016	2016-2017
% Advanced	27%	17%	33%
% Early Advanced	45%	30%	40%
% Intermediate	18%	30%	12%
% Early Intermediate	4%	9%	2%
% Beginning	5%	9%	2%
Grand Total	55 students	46 students	43 students

mydata.lausd.net

CELDT Annual Change: 2013-14 vs. 2014-15

Grade Level	Met Growth	Did Not Meet Growth	Total
Kindergarten	6		6
First Grade	8	3	11
Second Grade	12		12
Third Grade	10	3	13
Fourth Grade	6	2	8
Fifth Grade	2	1	3
Grand Total	44	9	53

mydata.lausd.net

CELDT Annual Change: 2014-15 vs. 2015-16

Grade Level	Met Growth	Did Not Meet Growth	Total
Kindergarten	2		2
First Grade	9	1	10
Second Grade	7	6	13
Third Grade	3	3	6
Fourth Grade	2	6	8
Fifth Grade	2	4	6
Grand Total	25	20	45

Mydata.lausd.net

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall use LAUSD's Gifted and Talented Education (GATE) student

identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing in accordance with the “General Fund School Program Manual” or equivalent as it may change from time to time.

Potential GATE students will be identified through teacher or parent referral, OLSAT and SBAC results, and by student portfolio. GATE instruction at Wilbur CEA reflects a philosophy of “quality, not quantity.” Our goal is for Gifted students to work at an appropriate pace, rather than waiting for other students to catch up; to pursue their studies with greater depth and complexity, rather than doing “more of the same” simply because they are able to work quickly. By participating in our pull-out GATE program, the students demonstrate their understanding of complex concepts by creating unique projects. In addition, we address the needs of our high achieving population by incorporating experiential learning and differentiated planning into daily instruction. Student progress is monitored three times a year through analyzation of work samples and periodic assessments.

The intention for Wilbur CEA GATE learners (and high achievers) is to become effective problem solvers adept at ferreting out factual, relevant information and data analysis for use in real world situations. Students work on projects in their self-contained classrooms as well as a weekly pull-out program focusing on these skills.

Third grade GATE students are working on Inventions research project. They began with discussing and researching inventions all around the world, specifically household inventions. Students then created a house floor plan and filled it with facts and pictures of inventions from each room of the house. Currently, students are working in small groups and researching their list of the “Top 10 Inventions of the 20th Century.” As a culminating project, students will create their own inventions.

Fourth grade GATE students are currently completing a newspaper based on a novel they read. Students are demonstrating creativity and critical thinking, along with the writing process, to create their own newspaper, with six different sections.

Fifth grade GATE students are finishing a math game board they created, based on an interest in a math concept. Student had to develop the game theme, design, and mathematical questions.

Currently, fourth and fifth grade students are starting a robotics unit. Working in pairs, students will create a Lego robot and use iPads to program their robot to follow commands.

Students Achieving Below Grade Level

Students achieving below grade level are identified using classroom assessments, anecdotal records/classroom observations, as well as District and State standardized assessments. Wilbur CEA will utilize standardized summative and formative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3rd -5th, (yearly), CELDT (yearly), DIBELS Reading Assessments (3 times a year), CA Advance Assessments (weekly and per unit), District Interim Math Assessments (2-3 times a year), District Interim Assessments for ELA and Math (2-3 times in a school year), District Science Assessments (4th and 5th grade - 3 times a year), and Science CST (5th grade only –yearly). Data from these different assessments is collected and studied by teachers independently and at bi-weekly or monthly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers. Once identified, students not achieving grade-level standards may be referred to our SSPT Team for additional support or referred to our Intervention Teacher for interventions and are closely monitored. Wilbur CEA provides these students with several interventions throughout the year, based on teacher recommendation.

Daily Classroom Support: In Language Arts and Math, teachers provide individualized or small group instruction (including heterogenous grouping) focusing on areas of need in order for each student to meet grade level benchmarks. In addition, classroom assistants provide additional practice and reinforcement. Upon discretion of the teacher, accommodations can be made for student success. Well-stocked classroom libraries provide books across genres and levels to engage students in independent reading.

Limited Contract Intervention Teacher: Through Charter Grant Block Funds, we have purchased a certificated, limited contract teacher who works with 3rd-5th grade teachers and students in the area of Language Arts and Math, two full days a week. Students are referred by their teacher and work in small groups, either in a push-in or pull-out model, depending on student needs.

Reading Club/Learning Center: On Tuesday banked time days, our special education aides work with small groups of students who are referred by their classroom teacher for additional academic support. Parents are notified via a letter that goes home with their child. The aides are supervised by a certificated teacher. The first semester of school, aides work with second grade students in the areas of language arts and math, and the second semester, with our first grade students. All students are given a pretest and a post-test, to gauge progress.

Phillips Graduate Institute: Some of our students who achieve below grade level have social/emotional needs that can benefit from counseling. Phillips Counseling Services are made available to these students on a weekly basis depending on their needs. Students with IEPs who already have counseling services (Designated Instruction and Services) assigned to them are not eligible for this program.

Koreh LA Reading Program: On a weekly basis, volunteers come and read one on

one with students who need reading practice. Volunteers build a rapport with their students and choose books based on their students' interests and reading levels.

Socioeconomically Disadvantaged Students

Wilbur CEA takes an interest in the achievement of every student. Socioeconomically disadvantaged students are identified through the poverty indicator and free or reduced lunch program. Although this group of students is not identified to teachers, the Administrator continues to monitor progress by assessment data or teacher referral. All students are assessed multiple times a year, and data from these different assessments is collected and studied by teachers independently and at bi-weekly or monthly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers. Once identified, students not achieving grade-level standards may be referred to our SSPT Team for additional support or referred to our Intervention Teacher for interventions and are closely monitored. Wilbur CEA provides these students with several interventions throughout the year, based on teacher recommendation. Interventions include: pull-out services by our Intervention teacher, after-school tutoring, referral to Phillips Counseling Institute, or referral to SSPT, if necessary.

Wilbur CEA provides a multitude of ELA Intervention Programs opportunities to broaden the experience of the Socio Economically Disadvantaged Students through exposure to the arts, field trips, and through afterschool ELA Intervention Programs. Our community offers additional support and assistance to identified families through our Booster Club, "Friends of Wilbur." In the last two years for which we have CST data, Wilbur CEA has shown a positive trend in achievement by students who are socio-economically disadvantaged. This subgroup shows significant improvement in both ELA and Math since we became an affiliated charter, and our students consistently achieve at higher levels than District averages. On last year's Smarter Balanced Assessments, socio-economically disadvantaged students scored lower than our students overall: 45% of these students met or exceeded ELA standards, compared to 67% of our students overall, and 41% in math, compared to 58% in ELA. Although this is a small subgroup, we will continue to work to bring our students to higher academic success in all areas.

Students with Disabilities

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

Conversion Affiliated Charter

1. **District Affiliated Charter School's Special Education Responsibilities**

a. **General Requirements**

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

The District Affiliated Charter School 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 the District Affiliated Charter School.

The District Affiliated Charter School 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.

The District Affiliated Charter School 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. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School 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.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School 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). The District Affiliated Charter School will participate in internal validation review ("DVR").

The District Affiliated Charter School is responsible for the management of its,

personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students' IEPs immediately upon the students' enrollment regardless of the types of service provider (i.e. school-based, NPA or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with federal and state law and District policies and procedures.

c. Assessments

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

Upon a parent's request for assessment, the District Affiliated Charter School 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 the District Affiliated Charter School 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 the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes 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. The District Affiliated Charter School 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. The District

Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

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

f. Staffing Requirements

The District Affiliated Charter School 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.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

g. Student Discipline/Inclusion

The District Affiliated Charter School 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, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School 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 District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School 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 the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

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

4. Funding of Special Education

The District Affiliated Charter School 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 District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program

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

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

***Modified Consent Decree Requirements**

All District affiliated 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 consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of 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 any schools 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 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 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Students in Other Subgroups

Homeless Youth

Homeless Youth are supported based on their educational and social-emotional needs in order to promote academic success and student achievement. Homeless Youth are identified through their enrollment paperwork and district questionnaires. Through our School Administrator, we will work to ensure equal access to all school curriculum and ELA/Math Intervention Programs, meal programs, as well as other applicable services available at Wilbur CEA (e.g. tutoring, counseling, FOW Booster Club parent support for school supplies/transportation). Our School Administrator is responsible for implementation of the Homeless Education Program, which helps to serve these families in transition by providing advocacy and referral services as needed.

Foster Youth

Foster Youth are supported in the same way mentioned as above based on their educational and social emotional needs in order to promote academic success and student achievement. Our School Administrator is designated as the Foster Youth Achievement contact at Wilbur CEA. Through Foster Youth Achievement we would enhance educational outcomes and academic achievement for youth living in foster care by providing counseling, tutoring, and other needed school supports. Our School Administrator will work with community agencies such as the Department of Children and Family Services and social workers to ensure the success of Foster Youth, along with district personnel.

"A TYPICAL DAY"

Approaching the front gates of Wilbur Charter for Enriched Academics, one is greeted with the brand new electronic marquee announcing upcoming events. The front of the auditorium is adorned with student and teacher tile artwork. Upon entering the school

grounds, visitors observe a beautifully maintained campus and welcoming environment. Walkways are lined with family-sponsored pencil and crayon poles. Throughout the campus, colorful murals depict interpretations of school and community history, healthy choices, and inspirational messages. The expansive, tree-lined playground contains a large grassy area, modern basketball court and state-of-the-art apparatus area, available to all students for recess, lunch, and after school. The outdoor garden classroom contains cozy built-in benches circling a shaded area to enjoy a book from the free library.

Throughout the day, one might see the campus used for assemblies, small group reading activities, science experimentation, physical education, art, or gardening. Students may be conducting research in the well-stocked library, painting in the art room, creating PowerPoint presentations in the computer lab, participating in lessons on the interactive whiteboard found in every classroom, performing dance or theater productions in the auditorium, or singing in the music room. Additionally, community members and parent volunteers are visible around the campus, either attending meetings in our parent center, or offering assistance and support to our students and staff.

When visiting our preschool classes, one will see students engaged in circle time and small group hands-on activities in centers. The preschoolers also interact with fourth grade “peer play pals” to develop socialization and verbal skills. Adjoining classroom doors between transitional kinder and preschool classrooms are opened to encourage collaborative play between classrooms to develop social skills and community awareness. In transitional kindergarten, students are working towards state preschool standards in small groups. The small groups focus on English Language Arts, English Language Development, Math, and guided play. Kindergarten classes use role play to act out common core stories to aid comprehension. Whole group and small group rotations engage the students in learning opportunities across the curriculum. Cross-curricular activities such as the annual “car show” teach the students about transportation and community while combining study of skills in science, language arts, and math. This is an extension of California Advance’ curriculum. Members of the community are invited to student presentations. In first grade, students work with Portola Middle school students and perform a geography play in advanced drama. Students rotate through 100th day activities to reinforce understanding of place value and number sense. Parents are present on this special day to lend a helping hand and facilitate activities.

From the outset of second grade, students work closely with their families to research their ancestry. Through interviewing relatives, constructing family trees, and collecting artifacts, students gain an appreciation of each other’s multicultural background. The unit culminates with an ancestor fair, where family members sample ethnic dishes and listen to presentations given by students wearing traditional clothes.

Third grade classes participate in a “walk through history,” where students research historical figures and give presentations dressed as that figure. Students can be heard practicing their recorders in preparation for performances throughout the school year.

Fourth grade students learn how to make the transition into larger classes with an emphasis on cooperative learning. Student mathematicians share problem-solving strategies in small cooperative groups, and reconvene as a class for “number talks.” Students learn to use google classroom to enhance the technological components of the curriculum.

Fifth grade students are focused on incorporating technology into all aspects of the curriculum. Students view assignments on google classroom and complete them on their Chromebooks. They use the lab technology to create excel spreadsheets and math videos to share with students in younger grades. This helps to reinforce number facts, which is utilized in conjunction with a school-wide math carnival.

In Wilbur CES’s resource room, students are working towards meeting the goals of their individual IEPs. Lower grade students participate in math and language arts activities using manipulatives to support acquisition of grade level skills. Additionally, upper grade students create “the Dolphin Press” school newspaper.

Our Limited Contract Intervention teacher works with students, during the school day, in small groups, to address grade level Common Core standards, in language arts and math. Our charter funded Intervention teacher works with small groups of English Learner students who are potentially ready to re-classify, using components of DIBELS and the Advance ELD component. Walking into the GATE room, one may see students working on group projects by grade level.

The school day doesn’t end with the dismissal bell in the afternoon. Wilbur CEA provides opportunities for students who may benefit from academic intervention and English language acquisition in our after school tutoring program. Many children participate in ELA Intervention Programs classes such as cooking, Legos, Hebrew, scouting, robotics, play production, chess, and cheerleading. Our youth services program offers after school homework supervision, playground activities, and intramural sports. Children enrolled in our extended day care program receive homework help, create arts and crafts projects, and enjoy physical activity outside.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS and other data systems used or required by the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§47605(c)(1), 60605.)

Charter School shall work toward meeting all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP), as it may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Wilbur CEA Student Outcome Alignment to the LCFF State Priorities

Wilbur CEA aligns the outcomes of all students with educational goals, specific actions, and measurable outcomes in The Local Control Accountability Plan as outlined in Element One. The annual goals, for all students and for each subgroup of students, for each of the eight state priorities are as follows:

1) Basic Services

All students will receive instruction from teachers who hold appropriate California teaching credentials and have access to Common Core State Standards-aligned instructional materials. The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the school charter.

2) Implementation of Common Core State Standards

Teachers will work with school leadership to develop and revise pacing plans that ensure the implementation of CCSS to all students. 100% of teachers will provide high quality instruction within their classroom to ensure the effective implementation of the California Content State Standards.

3) Parent Involvement

The school will increase the number of parents completing the school experience survey and increase training for parents on academic initiatives and ways to support their child's learning.

4) Student Achievement

The school will increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments annually and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient.

5) Student Engagement

The school will annually increase our attendance rate to 96% or higher, while decreasing chronic absenteeism by maintaining attendance incentives.

6) School Climate

The school will maintain a 0% suspension and expulsion rate by promoting positive behavior supports that help to deter discipline issues.

7) Course Access

The school will provide the core subjects of English Language Arts, Mathematics, History, Social Studies, and Science and offer a comprehensive enrichment program (STEAM, computer lab, art, dance, and music) to 100% of students.

8) Other Student Outcomes

The school provides a comprehensive Intervention program in English Language Arts and Mathematics to 100% of students who need additional academic support.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

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 make sense of problems and persevere in solving them, including creating their own word problems to gain further understanding of such processes.

Science: Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as Physical, Life and Earth. In addition, students will learn about Ecology. Students will formulate their hypothesis and conduct experiments utilizing the scientific method and scientific inquiry as they engage in hands-on critical thinking in their classrooms or our Science Lab. They will apply their skills to gain further understanding of the environment whenever possible by utilizing such resources as our school garden or planting outside various classrooms.

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 and understanding of the rights and the origins, functions, and sources of power, authority, and governance.

Technology: All students have regularly scheduled computer classes at Wilbur CEA. Students will demonstrate an understanding of the uses of educational technology, starting with exploring a variety of digital tools from Transitional Kindergarten. As technology is integrated in all subjects and grades, students will apply the skills they have learned through projects, word processing, Power Point presentations, Google Docs, Excel spreadsheets, and artistic applications.

Arts: Students will develop knowledge of and appreciation for the arts such as music, visual arts, theater, and dance. This will be promoted through an academic curriculum integrated with ELA Intervention Programs instruction by specialists.

Physical Education: Each student will build a healthy and balanced body and mind through various intramural sports activities that follow the Physical Education standards with dedicated time for psychomotor skills development, and practice for the 5th grade Physical Fitness exam.

Summative Assessments

Grades K thru 5 conduct three DIBELS benchmark assessments (beginning, middle and end of year) throughout the school year. The beginning of the year assessment is conducted on all students to acquire a baseline for reading and comprehension levels, as well as which students are in need of intervention. The middle and end of year assessments are to reassess these students to ensure that the intervention strategies being applied are effective.

Grades K through 2 give the required District Writing Assessment every school year. Additionally, students in grades K through 2 will be given District Interim Assessments for Mathematics annually. These assessments are chosen collaboratively via the District Interim Assessment Bank by each grade level. The results are broken down at grade level meetings, where strategies to improve lessons and intervention techniques are discussed.

With the implementation of the SBAC, grades 3 through 5 will be given Interim Assessment Blocks throughout each year to assess the students in English Language Arts and Mathematics. These IA Blocks will be used to assess students' knowledge in these areas. The scores will be evaluated by the teachers and used to assess lesson effectiveness. In the spring, grades 3 through 5 will take the SBAC in English Language Arts and Mathematics. Fifth grade students are given the SBAC/NextGen Science Assessment in the spring each year. Additionally, CELDT testing is administered yearly.

Over the course of our charter we have analyzed the summative assessments/SBAC data and have set goals for our future charter term:

Measurable Goals for the Charter Term

(Smarter Balanced Assessment Consortium & Science CST/SBAC):

- Based on Wilbur CEA's 2015-2016 SBAC ELA scores, 63% met or exceeded standard in ELA. Our Measurable Goal is 65% (or greater) of students will score in the "met or exceeded" standard range in English Language Arts (ELA).
- Based on Wilbur CEA's 2015-2016 SBAC ELA scores, 18% did not meet standard for ELA. Our Measurable Goal is fewer than 15% of students will score in the "not met" standard range in ELA.
- Based on Wilbur CEA's 2015-2016 SBAC Math scores, 56% met or exceeded standard in Math. Our Measurable Goal is 58% (or greater) of students will score in the "met or exceeded" standard range in Math.
- Based on Wilbur CEA's 2015-2016 SBAC Math scores, 12% did not meet standard for Math. Our Measurable Goal is fewer than 10% of students will score in the "not met" standard range in Math.
- Based on Wilbur CEA's 2015-2016 CST Science scores, 72% of 5th grade students scores proficient or advanced. Our Measurable Goal is 82% 5th grade students will score proficient or higher on the CST Science test.

- 85% or more of English Learners will advance one level on the CELDT test each year. (AMAO1-CELDT Annual Growth)
- 80% percent of students will have 96% or higher attendance.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

Wilbur CEA will utilize standardized formative assessments which include, but are not limited to:

- DIBELS Reading Assessments for grades K-5 (3 times a year)
- CA Advance Assessments for grades K-5 (weekly and per unit)
- District Interim Assessments for ELA and Math for grades K-2 (yearly)
- SBAC Interim Assessments for ELA and Math for grades 3-5 (twice yearly)

In addition, Wilbur CEA will utilize authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios of significant work, journals, in and out-of-class work samples, homework, teacher-created tests, teacher observations, checklists, rubrics, anecdotal records, publisher-provided criterion referenced tests, and projects. Also known as performance assessments, these types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement. Wilbur CEA believes that formative assessments are ongoing and afford teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. We are committed to ensuring that each student reaches his or her proficiency level in the areas of language arts and mathematics.

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 meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers. In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project-based learning assignments to help identify immediate areas of concern and to guide instruction.

MEASURING PUPIL PROGRESS TOWARDS OUTCOMES: FORMATIVE ASSESSMENTS

Formative Assessments

Subject	Methods of Instruction	Formative Assessments
English Language Arts - Writing	<ul style="list-style-type: none"> ● Critique, justify, and theorize in writing across disciplines with evidence ● Inform, persuade, and expose in writing with text-based and personal evidence ● Defend, critique and illustrate in oral and written formats ● Describe in oral and written format using figurative language ● Apply vocabulary development and knowledge in written and oral format ● Demonstrate critical thinking skills specific to Depth of Knowledge degrees ● Produce inquiry-based research projects aligned to thematic subjects in various disciplines ● Creative Writing – stories & poetry 	<ul style="list-style-type: none"> ● District-mandated tests ● Interim Assessment Blocks ● Teacher-developed assignments, tests, and activities ● Writing prompts ● Writing Journals ● Oral Presentations and Project exhibits ● End of unit projects
English Language Arts - Reading	<ul style="list-style-type: none"> ● Identify, analyze and evaluate thematic cross-curricular literature ● Discern relevant information after careful examination and exploration of text ● Distinguish between fact vs. fiction and important supporting details ● Understand cause & 	<ul style="list-style-type: none"> ● District-mandated tests ● Interim Assessment Blocks ● Teacher-developed assignments, tests, and activities ● CA Advance Reading series ● DIBELS ● Close Reading ● Project-based learning

	<p>effect and connections in rising action</p> <ul style="list-style-type: none"> ● Select and evaluate books 	<ul style="list-style-type: none"> ● Accelerated Reader ● Oral Presentations and project exhibits ● IXL
Math	<ul style="list-style-type: none"> ● Apply and practice acquired skills in daily math problem solving ● Discern operations necessary to solve word problems ● Persevere in solving problems, including multi-step/multiple strategy problems ● Explain/show math strategies and justify solutions 	<ul style="list-style-type: none"> ● District-mandated tests ● Interim Assessment Blocks ● Teacher-developed assignments, tests, and activities ● Publishers' classwork, homework, activities, and tests ● Manipulative-based math activities ● IXL
Science	<ul style="list-style-type: none"> ● Develop hypotheses and test them in experiments utilizing scientific inquiry process ● Report on findings in oral or written presentation; conduct further inquiry ● Persevere in solving multi-step problems ● Incorporate STEM/NGSS curriculum 	<ul style="list-style-type: none"> ● District-based tests ● Teacher-developed assignments, tests, and activities ● Field studies ● Interactive units and simulations ● Lab-based experiments and STEM/NGSS activities (FOSS Kit materials) ● Science note-taking and reflective journals ● Exhibits and presentations ● IXL
History and Social Studies	<ul style="list-style-type: none"> ● Understand cause and effect connections of the making of civilizations ● Relate and connect patterns in events over time ● Finding parallels in historical events ● Read content area 	<ul style="list-style-type: none"> ● Teacher-developed assignments, tests, and activities ● Field studies ● Interactive units and simulations ● Portfolios ● Exhibits and oral presentations

	<p>information to critique events and policies of the past</p> <ul style="list-style-type: none"> ● Interpret information to draw conclusions and make predictions ● State/National icons/landmarks ● Famous figures of History ● Multicultural understanding 	<ul style="list-style-type: none"> ● Integration of the Arts ● IXL
Technology (Computer Lab/iPads/Chromebooks)	<ul style="list-style-type: none"> ● Use Internet for research and learn to evaluate relevant versus irrelevant information ● Use word processing applications to create documents ● Create spreadsheets to analyze data ● Use artistic applications to create original products 	<ul style="list-style-type: none"> ● Teacher-developed activities ● Presentations and inquiry-based projects

DATA ANALYSIS AND REPORTING

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

- Data from combined assessments continuously evaluated by teachers and administration, as it becomes available, in order to meet each student's and class's educational needs. Data is also used to identify and prioritize professional development priorities
- District assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year
- School-wide data is also shared in a public forum at monthly Governance Council meetings, when it's available, in order to discuss upcoming program development and education intervention priorities
- MiSiS parent portal (PASSPORT) may soon be available to all parents, teachers, and students for immediate access to grades, scores and attendance. Instant access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can more likely take

place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop effective Professional Development.

How Students' Progress is Reported to Families

Individual classroom teachers are primarily accountable for assessing their students' achievements with regard to standards-based, grade-level work and achievement of grade appropriate content standards. In addition, teachers inform parents about their child's progress toward mastering 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, District's, and State's curricular standards as appropriate for each grade level and content area.

Student progress toward achieving the school's grade-level standards will be communicated to students' parents by providing timely feedback on class assignments, homework assignments, and by means of the 6-week Below Proficient Parent Reports, Progress Report and regular conferences with students' teachers. Several teachers apprise parents of students' progress through the use of online grading system Jupiter Grades. Our EL students receive a yearly report on their progress toward meeting re-classification goals, along with the CELDT annual scores in January. Our students who have re-classified as Re-designated Fluent English Proficient (RFEP) receive yearly reports on their progress.

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

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 including 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 the ability to play fairly.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and

promotion/retention.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or 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, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

All staff and representatives of Charter School, including members of Charter School’s local governing council, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School’s local governing council.

LEGAL AND POLICY COMPLIANCE

As a District affiliated charter school, Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, Charter School shall comply with all

applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall notify parents, guardians, and staff in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and the District’s Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by

outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

STAKEHOLDER INVOLVEMENT

Parents play a very active role in our school, and their involvement is the key to success for Wilbur CEA. The collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and continue to be involved in all levels of decision-making at Wilbur CEA, their primary role will be to help to fulfill our goal of an enriched education experience for all children. Involvement in the Governance Council and its various Standing/Ad Hoc Committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This collaboration among teachers and parents enables our school to continue to meet the unique and changing needs of Wilbur CEA students. All Governance Council and Standing/Ad Hoc Committees 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 and via organized email

blasts), and an agenda of each meeting will be publically posted (at the school site and on the school's website) at least 72 hours in advance. All meetings will be held in accordance with the posted agenda and any items raised during any "public comment" period will be added to a later agenda for official discussion. The Governance 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 school's website. Throughout the year, information discussed at Governance Council meetings regarding the goals of the Local Control Funding Formula will be used to formulate our yearly LCAP, and all parents are invited to voice their opinions on the LCAP during meetings held in Spring, both at Wilbur CEA and Local District Northwest.

In addition to having a voice on the Governance Council, all parents are given the opportunity to participate and be involved in their child's education. Our Welcome Packet given to each student at the start of each school year outlines the various volunteer opportunities throughout the year. These opportunities include events and communications such as informative Room Parent Orientations, a Beginning of the Year TK/Kinder Picnic, Back-to-School Night, Open House, parent education meetings for CCSS ELA/Math/Science and SBAC Updates, Parent/Teacher/Student Surveys, Parent Teacher Conferences, Parent volunteer opportunities in the classroom, campus beautification, and school-wide events. Wilbur CEA announces these opportunities through weekly Connect Ed blasts, as well as through the school's website, hard copy flyers for every student, and announcements on the Friends of Wilbur website.

It is essential that parents, students, and teachers have a relationship, communicate, and work together for each student to be successful. Along with parent organizations such as our Friends of Wilbur Booster Club, parents will have access to school facilities through the on-campus Parent Center, and various community meetings that come up from time to time. In addition to maintaining a parent representative on the Governance Board and the parent participation in the FOW Booster Club, parents will be strongly encouraged to contribute volunteer time to our charter school. The principal shall maintain comprehensive list of volunteer opportunities including but not limited to the following; volunteering in the classroom/school, small group assistance, attending parent-teacher conferences, attendance at charter school board meetings, participation in planning and attending of fundraising activities.

FEDERAL PROGRAM COMPLIANCE

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, 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 but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent.

CERTIFICATED PERSONNEL

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and class assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

CLASSIFIED PERSONNEL

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency preparedness, including but not limited to the required creation, maintenance, and implementation of a Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Safe School Plan), and keep it readily available for use and review upon District request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

As a District affiliated charter school, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq. and related District policies and procedures.

ELEMENT 7 – MEANS TO ACHIEVE 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).)

COURT-ORDERED INTEGRATION

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

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).) Charter School shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the former attendance area of Charter School. (Ed. Code § 47605(d)(2)(B).)

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist. As seats become available, Charter School shall fill seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of

this Charter.

Wilbur CEA will conduct five prospective parent tours per school year; in November, December, February, March and April. Student enrollment for the upcoming school year will begin typically from mid-March to June. Interested families may receive enrollment information at the tour, on the Wilbur CEA website, or by visiting or calling the Wilbur CEA school office.

Student Recruitment

Regardless of whether it expects to reach its capacity, Wilbur CEA shall conduct a lottery to establish a wait list from which it can draw in the event it does not reach its capacity. The number of random applications is determined by the LAUSD's E-Cast enrollment projections, and based on LAUSD Norm day enrollment from the previous year. Potential students are recruited via website, marquee, flyers at local businesses, and word of mouth from neighborhood families, and all students are encouraged to apply. The charter school may take in more lottery applications than it has space for, and this is stated on the lottery application. At the end of the application period a public lottery shall be conducted in the following manner:

- Resident Students-home schoolers 1) Resident students, who live within the attendance boundaries of the school, shall have first admission preference and thus are deemed exempt from the lottery.
- LAUSD Students-siblings 2) Prospective students who (a) are siblings of students enrolled at Wilbur CEA at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Wilbur CEA, shall have second admission preference.
- Other LAUSD Students- 3) All other prospective students who reside within LAUSD boundaries, but not within the former attendance boundaries of Wilbur CEA shall have third admission preference.
- After the Lottery, families of applicants may call the school or come to the office in person to inquire about their child's position on the waitlist. The waitlists for each grade level shall be held in the Wilbur CEA office, accessible only to office staff and administration. If, at the beginning of or during the school year, space becomes available, Wilbur CEA administration may offer enrollment to students in order from the waitlists. An administration representative will make three phone attempts to contact and notify them of the open position. They will be informed as to when application materials will be due. The prospective student's family will have 48 hours to reply.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

MAGNET PROGRAM

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable state law and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

NON-DISCRIMINATION

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

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

As a District affiliated charter school, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Charter School acknowledges that the District’s 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 other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be determined in coordination with the appropriate LAUSD Special Education Service Center and/or other appropriate District office.

Charter School shall implement proper disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. In the case of a student who has an IEP, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the

District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator shall 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 Charter School's failure to implement 504 Plan?

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School shall notify the Superintendent of the school district of the student's last known address within 30 days of the expulsion, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

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

ELEMENT 12 – PUBLIC SCHOOL 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).)

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A student residing within the territorial boundaries of the District who chooses not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“The rights of an 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).)

As a District affiliated charter school, all administrators, faculty and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate Local District and the Charter Schools Division in accordance with the procedures set forth below:

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

To Charter School: Wilbur Charter for Enriched Academics
c/o School Principal
5213 Crebs Avenue
Tarzana, CA 91356

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. 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 the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at or under the auspices of the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(O).)

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

REVOCAION OF THE CHARTER

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

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

Pursuant to AB 97, Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or

otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.

FISCAL MATTERS

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.