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Cc: [Higelin_Judy](#)
Subject: Report to the County Board on the Final Decision Regarding Wisdom Academy for Young Scientists Charter Revocation Scheduled for 11/18/14
Date: Wednesday, November 12, 2014 4:17:00 PM
Attachments: [ASM_WAYS Remedy Status_FINAL_11-10-14.pdf](#)
[Exhibits I-V Final Decision.pdf](#)

Dear Mr. Espinoza and Mr. Cabil,

Attached please find a copy of the Report to the County Board on the Final Decision Regarding the Wisdom Academy for Young Scientists Charter Re vocation. The County Board action and final decision on the revocation are scheduled for Tuesday, November 18, 2014.

A hard copy including all referenced exhibits is being sent to your office at: 706 East Manchester Ave., Los Angeles 90001 by FedEx. Please contact our office if you do not receive the delivery by Friday, November 14, 2014.

Kindly confirm receipt of this email.

Thank you,

Lila Sanchez

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Serving Students § Supporting Communities § Leading Educators

November 18, 2014

Introduction

The Los Angeles County Office of Education recommends to the Los Angeles County Board of Education that a final decision be issued to revoke the charter of Wisdom Academy for Young Scientists Charter School (“WAYS”).

The basis for issuing the final decision to revoke is set forth in the June 3, 2014 Notice of Violation (“NOV”) and the September 23, 2014 Notice of Intent to Revoke (“NIR”). These notices and the supporting documents (NOV Exhibits 1-38) and (NIR Exhibits A-FF) were previously received by the County Board, as was WAYS’ July 31, 2014 Response to the NOV and supporting documents (WAYS Exhibits 1-74) and September 23, 2014 Response to the NIR and supporting documents. These documents are incorporated by reference.

This report provides an analysis of how WAYS’ remedies do not cure the violations identified in the NOV and NIR. The following documents were submitted by WAYS **after** the conclusion of the remedy period:

- Proposed Charter Management (“CMO”) Agreement Between Celerity Educational Group and the Wisdom Academy for Young Scientists Charter School (Final Decision Exhibit I);
- Proposed material revision to the charter to reflect the operation of the school by a charter management company submitted November 5, 2014 (Final Decision Exhibit II);
- WAYS’ September 23, 2014 letter to the County Board restating its reasons a Notice of Intent to Revoke should not be issued (Final Decision Exhibit III);
- WAYS’ 2014-15 Fiscal and Operating Policies approved by the WAYS’ Board on September 17, 2014 (Final Decision Exhibit IV);
- Executed Charter School Management Corporation (“CSMC”) contract for back office services and addendum (Final Decision Exhibit V).

These documents fail to remedy the violations as described below.

Facts and Findings in Support of Issuing a Final Decision to Revoke

On June 3, 2014, the County Board voted to approve the issuance of a Notice of Violation (“NOV”) to WAYS which provided substantial evidence in support of revocation as follows:

- I. WAYS failed to meet generally accepted accounting principles and engaged in fiscal mismanagement. EC § 47607(c)(1)(C).
- II. WAYS committed a material violation of the conditions, standards, or procedures set forth in the charter. EC § 47607(c)(1)(A).

The County Board provided the school with a reasonable opportunity to remedy the violations and WAYS provided its response within the remedy period on July 31, 2014.

WAYS' response to the NOV failed to present evidence that the violations asserted by LACOE are false, unfounded or have been cured. The NOV accurately identifies violations of law and the charter which are not refuted. The background information and timeline of events leading to the NOV are complete and accurate.

On September 23, 2014, the County Board voted to issue WAYS a Notice of Intent to Revoke and Facts in Support of Revocation. On that date, and prior to County Board action, WAYS submitted a letter to the County Board restating its reasons a Notice of Intent to Revoke ("NIR") should not be issued.

On October 2, 2014, LACOE received a copy of the 2014-15 Fiscal and Operating Policies approved by the WAYS Board on September 17, 2014, as part of its routine submission of Board meeting documents. These policies replaced the April 30, 2014 Financial Policies and Procedures referenced in the NOV and NIR and proposed as cure in WAYS' response to the NOV.

On October 16, 2014, LACOE met with WAYS and Celerity Educational Group ("CEG") at their request. A proposed contract for charter management services was discussed.

On October 17, 2014, LACOE received a copy of the proposed contract entitled, "Charter Management (CMO) Agreement Between Celerity Educational Group and the Wisdom Academy for Young Scientists Charter School". The document was signed by the WAYS Board Chair but was not signed by Celerity Educational Group.

On October 21, 2014, the County Board held a Public Hearing on the matter of revocation in the normal course of business pursuant to EC § 47607(e). The WAYS Board was not in attendance and did not submit any additional documents to the County Board. The newly hired WAYS Director of Operations was present and introduced the Chief Executive Officer ("CEO") of Celerity Educational Group¹ to the County Board and stated that the WAYS Board approved entering into a charter management contract with CEG to make the necessary changes required by the County Board. The CEO of CEG provided a description of how CEG would manage WAYS' operations. One former WAYS Board member spoke in opposition to the current WAYS Board and administration; no public comments were made in support of WAYS.

At the Public Hearing, the County Board asked how many employees would be terminated if the Celerity contract was enacted. The CEO stated that the current executive director, all of the management team, the director of operations and the independent contract with the former director of operations would be terminated.

The County Board also asked what CEG's power will be with respect to WAYS' contracts, stating that all current contracts are subject to termination. The CEO stated that she will become

¹ WAYS July 31, 2014 response to the NOV proposed remedy by contracting with Celerity Global Development (CGD) for "board support and services." The contract with CGD was not executed. Rather, on October 17, 2014, the WAYS Board approved entering into a charter management (CMO) contract with Celerity Educational Group (CEG). There is a relationship between CGD and CEG; however, the details of this relationship remain unclear.

the CEO/executive director of WAYS and that she will have full authority to execute and terminate all contracts.

At the Public Hearing, the County Board was also concerned with the composition of the WAYS board and asked numerous questions of the CEO how the board would be replaced. The County Board also had concerns regarding the lease agreements and requested documentation of another situation in which CEG had taken over a charter school.

Entering into a contract with a CMO is considered a material revision to the charter. At the public hearing, the County Board was not provided with proposed changes to affected charter elements (including, but not limited to, changes to the educational program, governance structure, employee qualifications, and exclusive public school employer) or a budget that would be required and reflect this material revision to the charter.

On November 5, 2014, WAYS submitted a request for a material revision which is reviewed below. WAYS/CEG has produced no other documents since the Public Hearing.

Legal Authority and Standard of Review

EC § 47607(c)(1) provides that a charter may be revoked “through a showing of substantial evidence” that the charter school violated one of the conditions of revocation set forth therein. Evidence is “substantial” if any reasonable trier of fact could have considered it reasonable, credible, and of solid value. Substantial evidence is relevant evidence that a reasonable mind might accept as adequate to support a conclusion. A conclusion may be supported by substantial evidence even if reasonable people could disagree as to the conclusion².

Pursuant to EC § 47607(c)(2), the County Board “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to revoke a charter.”

WAYS Has Failed to Remedy the Identified Violations

WAYS has failed to dispute the factual matters and violations identified in the NIR and NOV. Instead, WAYS contends that contracting with CEG to provide charter management services and CSMC to provide back office services, adopting new Fiscal and Operating Policies, adding new Board members and providing Board training proposes sufficient remedy to cure the violations identified in the NOV and NIR.

LACOE disagrees for the following reasons:

1. The contract between WAYS and CEG is insufficient remedy.

- The contract does not ensure that WAYS board members who have served since 2011 will be removed; therefore, there is no guarantee that governance concerns identified in the NOV and NIR will be remedied.

² *Kearl v. Board of Medical Quality Assurance*, 189 Cal.App.3d 1040 (1986); *Estate of Teed*, 112 Cal.App.2d 638, 644, 247 p.2d 54 (1952); *Polanski v. Super*, Ct 180 Cal.App 4th 507, 537 (2009)

- The contract does not ensure that WAYS administrators who have been in place since 2011 will all be removed. While the contract provides that CEG will assume the responsibilities of WAYS’ Executive Director and put a new Principal in place, it does not explicitly state the Former Director of Operations (Founder’s son) and Vice Principal (Founder’s daughter) will be removed. As a result, related party concerns identified in the NOV and NIR are not remedied.
- The contract does not include a specific provision for fiscal oversight as a component of the day to day management of the school.
- The 12% CMO fee is excessive and does **not** include back office services. These services are provided by CSMC under a separate contract.
- There are a number of questions regarding contract specifics, including potential duplication of services by Celerity Educational Group, Celerity Global Development, and Charter School Management Corporation, and insufficient information regarding the internal controls the school will follow. As a result, WAYS has failed to submit evidence that the contract will remedy all of the financial concerns identified in the NOV and NIR.

The table below provides selected sections of the proposed contract between CEG and WAYS with an analysis of specific issues and concerns by contract section.

Contract Language	Issue/Analysis
<p>1.1.1. Selection of Principal. CEG will ensure a new Principal, Vanessa Marroquin, Ed.D. is put in place at WAYS by November 2, 2014, whose resume is attached hereto as Exhibit “B”.</p>	<p>Does not address status of employment contracts with the school’s current Executive Director, Vice Principal (Founder’s daughter), Director of Operations or the independent contractor agreement with the former Director of Operations (Founder’s son).</p> <p>Does not specify whether current administrators may have further or future involvement with WAYS.</p> <p>Does not specify whether the salaries of the principal and other administrators hired by CEG will be covered under the 12% contract fee or be an additional cost and no clarifying budget was submitted.</p>
<p>1.1.2. New Board Members. CEG will recruit and identify new qualified board members to serve on the WAYS board by December 1, 2014 (CEG has already identified several qualified candidates, whose bios are available upon request). CEG will interview the new WAYS board candidates, nominate and recommend them to the WAYS board for election, with the first batch of candidates to be recommended to the WAYS board by December 1, 2014.</p>	<p>Does not address concerns regarding the composition of the WAYS governing board. It provides for adding members to the Board but not for removing members who were responsible for governing the school during the time the violations identified in the NOV and NIR were committed.</p> <p>Does not specify a transition plan to replace current Board current members; relies on a majority vote of the Board to remove existing members per the corporate bylaws.</p> <p>Does not conform to the corporate bylaws for identifying new members; bylaws require a Board committee to identify new members.</p>

Contract Language	Issue/Analysis
	<p>Does not specify that current and past Board members will have no further or future involvement with WAYS.</p> <p>There are concerns that Board members who are recruited and nominated by CEG will not remain unbiased in evaluating the performance of CEG and its recommendations.</p>
<p>1.1.3. Day to Day Management. CEG will function as the Executive Director (“ED”) of WAYS, and will provide all day-to-day ED services.</p>	<p>Does not specify how CEG will fulfill the ED role including the individual(s) who will perform the duties and functions of this position as stated in the charter and/or their scope of authority.</p> <p>Does not specify that fiscal oversight is included as a provision of day to day management.</p> <p>There is a concern that the CEO of CEG, who is also the CEO of Celerity Global Development and charter schools in other states, will not have the time to implement critical changes necessary to ensure remedy.</p> <p>Additionally, there is a concern regarding CEG’s capacity to manage WAYS as Sirius Charter School, currently operated by CEG had a negative ending net position of \$476,357 as of June 30, 2014. CEG has been given until December 15, 2014, to provide LACOE with a plan to stabilize the school’s fiscal position. Additionally, Sirius owed CEG approximately \$1.5 million as of June 30, 2014.</p>
<p>1.1.4. Board Meeting Support. CEG will provide professional development and training for the WAYS board, and will prepare the agendas, agenda packets and minutes for each WAYS board meeting, as well as other board meeting support as needed.</p>	<p>Executed contract with CSMC for back office services also provides for Board support and training, thus raising issue that WAYS will be charged twice for these services.</p> <p>Does not specify support for Board committees required by the charter and the 2014-15 Fiscal and Operating Policies approved September 17, 2014.</p>
<p>1.1.5. Vendor Selection. CEG will review and assist in the selection of each vendor used by WAYS and will scrutinize in particular whether a proposed vendor is a related party to any person at WAYS.</p>	<p>Does not specify whether all/some of existing vendor contracts will be replaced, the process for replacing, or who will be responsible for choosing vendors including the vendor for the After School Education (ASES) Program currently provided by a nonprofit corporation founded by the school’s Vice Principal (Founder’s daughter).</p>
<p>1.1.5. General Authorizer Relations. CEG will serve as a day-to-day contact person at WAYS for the LACOE Charter School Office. CEG will oversee any communication received by WAYS from the LACOE Charter School Office, so that such communication is promptly and fully addressed and responded to by WAYS.</p>	<p>Does not specify that LACOE or County Board concerns/communications will be communicated to WAYS’ Board. Generally, the WAYS’ Board is required to respond to these communications.</p>
<p>1.1.8. Identification, Recruitment, and Selection of Key WAYS Employees</p>	<p>See 1.1.1 above and 3/3.1 below.</p>

Contract Language	Issue/Analysis
1.1.9. Identify and Develop Pool of Highly Qualified Teachers for WAYS	See 3/3.1 below.
1.1.13 Charter Petition Renewal/ Modification Authorizer Review Process. CEG will work directly with the LACOE Charter Schools Office on behalf of WAYS on any charter renewal, revision or review by LACOE.	Charter renewal support is also part of CSMC contract; WAYS is asked to pay twice for this service.
1.1.16 Oversight of Food Program Operations	National School Lunch Program (“NSLP”) is also part of CSMC contract; WAYS is asked to pay twice for this service.
1.1.22 Coordinate WAYS’ Use of LACOE-approved Finance, Student Achievement Data Systems	Financial and attendance reporting is also part of CSMC contract; WAYS is asked to pay twice for this service.
1.1.24 Assist WAYS to Identify/Negotiate/Finance of School Facilities	Financing is also part of CSMC contract; WAYS is asked to pay twice for this service.
1.1.26 Assist in Insurance Selection; Oversee Maintenance of Insurance; Insurance Fiscal and Claims Liaison	Insurance is also part of CSMC contract; WAYS is asked to pay twice for this service.
<p>1.2 Additional Services. In addition to comprehensive CMO services, CEG may also provide certain additional or other related services not described in Section 1.1 as WAYS may from time to time request and that are mutually agreed upon by CEG and WAYS in writing (“Additional Services”). For example, such Additional Services may include, but are not limited to:</p> <ul style="list-style-type: none"> 1.2.1. Facilities Repair 1.2.2. Facilities Maintenance 1.2.3. NSLP Data 1.2.4. NSLP Reporting 1.2.5. NSLP Fiscal Compliance 1.2.6. IT Support 1.2.7. IT Helpdesk 1.2.8. IT Marketing Collateral Printing 1.2.9. Media Creation 1.2.10. Marketing Collateral Design, Business Cards and Letterhead 1.2.11. Website and Graphic Design 1.2.12. Print Design and Process 1.2.13. Student Media Support 1.2.14. Reprographics 	<p>See 1.1.5 and 1.1.16 above.</p> <p>Contract specifies there are additional services not covered by 12% management fee; however it does not address the following issues:</p> <p>There is duplication between included and additional services. For example, 1.1.16 of the contract provides for lunch program oversight; therefore, NSLP Data (1.2.3.) Reporting (1.2.4.) and Fiscal Compliance (1.2.5.) should not be identified as additional services. Additionally, the CSMC contract provides for NSLP reporting; WAYS will be charged twice for this service.</p> <p>The contract does not specify who will determine if additional services are needed and who will provide them.</p> <p>The contract does not specify what role the Board will play in making these decisions.</p> <p>There are no assurances that the Board will be provided with information that will be neutral and allow them to make a decision in WAYS’ best interest including the procurement of competitive bids, especially because competitive bids are not required in the Fiscal and Operating Policies adopted on September 17, 2014.</p>
<p>3. Employment Relationship.</p> <p>3.1 Employees performing services pursuant to this Agreement are, and shall remain, the employees of CEG, and shall be subject to the ultimate direction and control of CEG and its directors, officers, and other</p>	<p>Does not specify which employees fall under this category and which are the employees of WAYS including, but not limited to, administrators, teachers, clerical, paraprofessionals, and after school staff.</p> <p>The charter currently specifies WAYS will be the</p>

Contract Language	Issue/Analysis
representatives.	exclusive employer; contradicting the contract.
8.6 Compliance with All Laws, Policies, Procedures and Rules. In performing this Agreement, each party will comply with all applicable federal and state laws, local regulations and school policies including requirements of any applicable charter.	See 1.1.2 above.

2. The proposed material revision is insufficient remedy.

WAYS submitted a proposed material revision after the cure period ended and after the public hearing. The proposed material revision was missing key elements required by statute and LACOE’s memorandum of understanding including:

- A description of any new requirements of law enacted after the charter was authorized or last renewed;
- A revised budget reflecting the proposed revision;
- A recent corporate annual report and audited financial statements for the EMO/CMO;
- A description of the EMO/CMO's roles and responsibilities for the management of the Charter School and **the internal controls that shall be put in place to guide the relationship** (emphasis added to indicate missing component);
- A list of other charter schools managed by the EMO/CMO and the academic and operational results of such management; and
- A letter of assurance from the EMO/CMO that it has conflict of interest policies in place and that none of the principals of either the EMO/CMO or the Charter School have conflicts of interests.

LACOE was unable to analyze the proposed material revision to the charter due to the incomplete status of the submission.

3. WAYS’ September 23, 2014 letter to the County Board restating its reasons a Notice of Intent to Revoke should not be issued fails to remedy.

- The letter does not provide remedy beyond that provided in response to the NOV.
- The letter provides a faulty analysis of the school’s academic standing because it is incomplete.

4. WAYS’ 2014-15 Fiscal and Operating Policies approved September 17, 2014, by WAYS’ governing board are insufficient remedy.

- The policies are not aligned with WAYS charter or the operational structure of the school described in the charter.
- The policies do not provide sufficient internal controls.

5. The contract between WAYS and Charter School Management Corporation (“CSMC”) is insufficient remedy.

- The contract provides services at the direction of WAYS, a responsibility WAYS has failed to meet. CSMC has no responsibility to identify or communicate deficiencies in WAYS' internal controls.
- The contract states it relies on the "truthfulness, completeness, and accuracy" of information and data "provided by WAYS" and that CSMC cannot be relied upon "to disclose errors, fraudulent financial reporting [e.g., violations of Generally Accepted Accounting Principles or GAAP], and misappropriation of assets, or illegal acts that may exist" at the school. (Contract p. 9 – 10)

6. The addition of new Board members and Board training that has been provided is insufficient remedy.

- The two Board members added in July 2014 lack non-profit board experience; their sole professional experience is listed on their resumes are counseling intern and a paraeducator. Neither has a background in the school operation, finance, legal, or non-profit operation.
- The Board members added in July and the two proposed Board members considered at the October 29, 2014 Board meeting were not selected in accordance with the corporate bylaws governing WAYS; those bylaws require that prospective members identified by a WAYS board nominating committee.
- WAYS' proposed remedy in its response to the NOV was to provide a full day of training in August 2014; this training did not occur. As of October 28, 2014, the Board received 44 minutes of training over two Board meetings in September 2014. Only one new member attended the training.

As detailed in the NOV and NIR, revocation is based on the following statutory grounds:

I. WAYS failed to meet generally accepted accounting principles or engaged in fiscal mismanagement. EC § 47607(c)(1)(C)

A. WAYS Failed to Follow Generally Accepted Accounting Principles and Engaged in Fiscal Mismanagement.

The NOV and the NIR provide substantial evidence that WAYS failed to follow GAAP and engaged in fiscal mismanagement because the Charter School: (1) lacks effective internal controls; (2) engaged in related party transactions and violated conflict of interest statutes; and (3) violated provisions of law.

WAYS failed to refute, remedy or propose remedy as follows:

1. WAYS Lacks Effective Internal Controls.

WAYS lacks effective internal controls based on evidence contained in the FCMAT Audit, the 2012 Independent Audit and the 2013 Independent Audit, which have not been factually disputed.

WAYS' proposed remedy was that its Board adopted new comprehensive Financial Policies and Procedures on April 30, 2014 in response to FCMAT and LACOE concerns. Those policies contained many deficiencies as identified in the NIR. Subsequently WAYS' Board adopted still another set of fiscal policies on September 17, 2014.

The 2014-15 Fiscal and Operating Policies adopted on September 17, 2014 fail to fully remedy internal control issues identified in the NOV and NIR. The Policies continue to assign job duties to a position that does not exist in the charter. Until positions in the Policies are aligned to those in the charter, and there is a clear separation of duties between positions, there is an inherent flaw in the school's internal controls.

Examples of internal control deficiencies in the Policies include: (1) failure to identify who has the authority to approve contracts; (2) policies state that the school or back office provider will handle petty cash, unused checks, and unclaimed checks to ensure security; however, since the back office provider is not co-located at the school site, this arrangement does not ensure the security of petty cash and unused checks; (3) petty cash disbursement policies lacks checks and balances; and (4) policies do not require a competitive bidding process for the procurement of purchases or contracts.

As of October 29, 2014, there is no evidence WAYS has remedied the internal control violations identified in the NOV and NIR.

The charter management contract with CEG fails to provide sufficient remedy to the internal control issues identified in the NOV and NIR because it lacks sufficient detail. For example, the contract does not (1) identify who will fill the role of onsite financial manager; (2) identify an individual who will fulfill the role of executive director, but rather states the role will be filled by CEG; therefore, it is not possible to ascertain whether appropriate checks and balances will be in place to ensure internal controls; (3) explicitly state that current WAYS management team will no longer be involved with the financial management of the school.

The proposed contract with CSMC fails to provide sufficient remedy to the internal control issues identified in the NOV and NIR because it contains clauses that relieve the back office provider of responsibility for internal controls. The contract contains provisions stating that CSMC has the right to rely upon the truthfulness, completeness, and accuracy of the information and data provided to CSMC by WAYS and that WAYS may not rely on CSMC to disclose or identify errors, deficiencies in WAYS' internal controls. (Contract p. 9) The contract also contains an indemnification clause requiring CSMC to indemnify WAYS. (Contract p. 10)

2. WAYS Engaged in Related Party Transactions and Violated Conflict of Interest Statutes.

WAYS engaged in related party transactions and violated conflict of interest statutes based on transactions involving the Founder/Former Executive Director and transactions involving the Director of Operations. While some conflict of interest concerns were resolved, other remained at the end of the remedy period.

The 2014-15 Fiscal and Operating Policies adopted September 17, 2014 adequately address related party transactions and conflict of interest if they are followed.

However, the proposed contract with CEG fails to address after school programs and services including the ASES program. Therefore, related party concerns involving the Founder's daughter (current WAYS Vice Principal) are not remedied.

Additionally, the proposed contract with CEG does not address the lease or purchase of the Manchester site or the Limited Liability Company ("LLC") established to purchase the property. WAYS' response to the NOV stated, "...to cure the *appearance* of a current conflict of interest related to the lease...the WAYS board decided to pursue purchase [of] the school site owned by [Founder/Former Executive Director], thereby removing her from any transaction." The status of the purchase remains unknown. The LLC is comprised of WAYS board members Armando Espinosa and Cheryl Johnson.

3. WAYS Violated Provisions of Law.

WAYS violated provisions of law based on evidence that the school failed to submit its 2012 and 2013 Independent Audits to the State Controller's Office, CDE, and LACOE by the December 15 deadline specified in EC § 47605(m); failed to comply with EC § 8483(a)(2) pertaining to time reporting and EC § 8483.9(a) pertaining to allowable indirect rates charged in administering the ASES Program.

While WAYS remedied some of the violations identified in the NOV and NIR, others remained at the end of the remedy period including failure to issue a Form 1099 or W-9 to OSE Business Services as required by law.

The contract with CSMC could cure future violations related to failure to issue a Form 1099 to vendors. However, this is contingent on WAYS providing CSMC with truthful, complete and accurate information and data.

The contract with CSMC could cure the audit finding pertaining to allowable indirect rate charges for the ASES program if WAYS makes a written request to CSMC to separately track state and federal funds.

As written, the CSMC contract does not cure the above-described violations because the language of the contract requires CSMC to rely on the truthfulness of information provided by WAYS. There are not adequate assurances that WAYS will provide truthful information and WAYS history of operations does not provide assurances that it will do so in the future.

The audit finding related to time reporting for the ASES program is not cured by either the contract with CSMC or CEG as neither covers this issue. As of October 29, 2014, WAYS has provided no evidence of its assertion that it cured the time reporting violation.

II. WAYS committed a material violation of...the conditions, standards, or procedures set forth in the charter. EC § 47607(c)(1)(A)
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The NOV and the NIR provide substantial evidence that WAYS failed to exercise fiscal and institutional control, violated Charter Element 4 (Governance), and violated Charter Element 5 (Employee Qualifications).

WAYS failed to refute, remedy or propose remedy as follows:

A. WAYS' Governing Board Failed to Exercise Fiscal and Institutional Control.

The WAYS Board committed material violations of Charter Element 4 (Governance), which establishes the Board's responsibilities to provide general oversight of the school. By not providing oversight and failing to monitor and evaluate the performance of the Executive Director and Director of Operations, the WAYS Board failed to ensure that these administrators fulfilled their job duties, complied with GAAP, and did not engage in and/or allow fiscal mismanagement to occur. The Board's failure to comply with Element 4, its bylaws and policies, resulted in the school's failure to comply with GAAP and fiscal mismanagement.

WAYS's July 31, 2014 response to the NOV acknowledged its history of Board turnover and County Board concerns regarding the school's governance. Its remedy was to contract with Celerity Global Development for "board support and services."

However, concerns regarding governance go beyond turnover and training. The core of the issue rests with establishing and maintaining a Board that has broad experience and knowledge in key areas (law, finance, real estate, fundraising, education and prior board service³) necessary to make critical decisions independent from the school's administrators. The Board must have the necessary authority and ability to oversee, support and evaluate the school's administrators, develop and approve policies, identify problems and make necessary corrections that ensure the school is complying with all of its legal and fiscal responsibilities as well as its corporate bylaws and charter.

While both the October 17, 2014 contract with CEG and the contract with CSMC provide for Board training and support, members must avail themselves of that training, which is not required. Additionally, training does not ensure members will acknowledge and uphold their responsibilities and take action when and as necessary to ensure the Board, school administration and contractors comply with all legal and fiduciary responsibilities.

While the October 17, 2014 proposed contract with CEG broadened the scope of support to include the identification of new, qualified board members, it does not remedy because it lacks a detailed plan, compliant with the corporate bylaws, to establish a Board with no members who governed WAYS during the years the violations identified in the NOV and NIR took place. The proposed contract does not state that a newly constituted Board will be established within the statutory time frame the County Board has to decide on the issue of revocation. Without this crucial change in place, along with a plan that ensures that former Board members will be disqualified from serving on the Board in the future, there is no assurance that the violations identified in the NOV and NIR will not continue or resurface.

B. WAYS Board Violated Charter Element 4: Governance.

Element 4 of the Charter provides the governance structure of the school and defines the Board's responsibility and authority with regard to its oversight. The NOV and NIR provide substantial evidence that the following violations occurred and were not remedied through WAYS response to the NOV and NIR.

³ Source: FCMAT Charter School Annual Oversight Checklist. <http://fcmat.org/charter-school-annual-oversight-checklist/>

The analysis below indicates whether documents and actions taken subsequent to the remedy period provide adequate remedy. The issues identified in the NOV and NIR are as follows:

1. The WAYS Board Failed to Provide Adequate Fiscal Oversight.

(a) WAYS Did Not Establish a Finance Committee

While the 2014-15 Fiscal and Operating Policies approved September 17, 2014, now require an Audit and Finance Committee, there is no evidence the committee has been established and neither the proposed contract with CEG or the contract with CSMC specify support for this committee; therefore, remedy is not achieved.

(b) The WAYS Board Did Not Develop Adequate Fiscal Policies

The 2014-15 Fiscal and Operating Policies approved September 17, 2014, are still inadequate as described above; therefore, there is no remedy.

(c) The WAYS Board Improperly Relinquished its Authority to Approve Contracts

The 2014-15 Fiscal and Operating Policies approved September 17, 2014, do not specify who has the authority to approve contracts other than stating the Board has the responsibility to approve lease agreements, property sales/purchases and contracts for key employees.

The proposed contract with CEG does not delineate the role of the Board and CEG with regard to contract authorization; therefore, there is no cure.

(d) The WAYS Board Did Not Adequately Oversee the 2013-2014 School Budget

WAYS did not refute the evidence in the NOV that (1) the Director of Operations failed to make corrections to the final budget as directed by the Board and (2) that the Board never received an explanation for an increase in the specific line item of the budget (5890), in spite of the Board's repeated requests; therefore, the finding stands.

If the Audit and Finance Committee specified in the 2014-15 Fiscal and Operating Policies approved September 17, 2014, is established pursuant to the corporate bylaws, there is the potential for remedy. However, at this time, there is no evidence that such a committee has been established. Therefore necessary fiscal oversight by the Board is not there and there is the potential for violations of this nature to continue. The proposed contract with CEG does not ensure this committee will be established nor does it provide a plan for holding administrators accountable to comply with Board requests. Further the proposed contract does not specify the individual or position that will be accountable as described above.

(e) The WAYS Board Improperly Authorized the Expenditure of School Funds

While WAYS claims they refuted the concerns identified in the NOV and NIR in its September 23, 2014 letter to the County Board (Letter p. 9). LACOE maintains that the violations identified in the NOV and NIR remain.

Neither the proposed contract with CEG nor the contract with CSMC addressed this violation. The analysis provided in **A. WAYS Governing Board Failed to Exercise Fiscal and Institutional Control** is also applicable here; therefore, there is no proof of cure.

2. The WAYS Board Did Not Establish and/or Approve Policies Prior to Implementation.

Neither the 2014-15 Fiscal and Operating Policies approved September 17, 2014, the proposed contract with CEG, nor the contract with CSMC addressed this violation; therefore, there is no remedy.

WAYS' response to this item in its September 23, 2014 letter to the County Board demonstrates a fundamental lack of understanding of the Board's role as the school's governing authority. WAYS' letter states LACOE's position that WAYS failed to implement policies contradicts the statement that policies were implemented prior to Board approval. This statement shows that the WAYS' Board does not understand its two-pronged responsibility with regard to policies: it must approve policies prior to implementation and monitor implementation after approval.

3. The WAYS Board Did Not Appropriately Hold Meetings.

The proposed contract with CEG has the potential to remedy since it provides support for the preparation of agendas, minutes, Board packets, and other administrative functions associated with Board meetings.

However, the contract does not specify that CEG will post the agenda on the school's website; WAYS has not consistently posted its agendas over the past year. The proposed contract identifies "IT support" (i.e. Information Technology) as an additional service not covered by the 12% CMO fee, and there is no evidence that WAYS has contracted for this additional service. Failure to post the agenda on the school's website is a violation of the Brown Act.

Additionally, there is no guarantee Board members will be available to establish and maintain a regular meeting schedule necessary to maintain a quorum; therefore, it is unclear whether remedy will be achieved. Regularity of meetings is critically important for oversight and parental participation. WAYS' practice of multiple special meetings and cancellation of regular meetings permitted a lack of public participation.

4. The WAYS Board Did Not Provide Proper Oversight of Key Administrators.

The remedy WAYS proposed in its July 31, 2014 response to the NOV is that the school would implement an annual evaluation of the Executive Director. The proposed contract with CEG does not provide sufficient information about who will fulfill this role or how CEG will be accountable to the WAYS Board. There is no provision in the contract for a performance evaluation of CEG. Therefore, remedy is not achieved.

5. The WAYS Board President Did Not Provide Appropriate Annual Reports.

The revised charter dated May 20, 2014, now states the Executive Director (not the Board President) will provide an annual report. There is no evidence the current Executive Director provided an annual report to the WAYS Board for 2013-14; therefore, revising the charter did not provide remedy.

The proposed contract with CEG does not address this violation; therefore, there is no remedy.

C. The WAYS Board and its Employees Violated Charter Element 5: Employee Qualifications (Section 5.2)

WAYS July 31, 2014 response to the NOV proposed partial remedy by removing the Director of Operations identified in the NOV. That remedy failed because that individual was rehired by the Board through an independent contractor's agreement and there is no evidence that contract has been terminated.

WAYS September 23, 2014 letter to the County Board asserts its employees did not violate their job duties but provides no evidence and /or no direct response to the specific violations identified in the NOV and NIR. The letter provides no remedy.

The proposed contract with CEG has the potential to remedy through replacement of the Executive Director and Director of Operations identified in the NOV and NIR. However, the contract does not provide sufficient detail regarding the replacement of these individuals and how new employees and/or CEG will be accountable to the WAYS Board. Without more detail, remedy is not achieved.

Concerns Regarding the General Capacity to Operate a Charter School

Based on the evidence provided in the NOV and the NIR, LACOE has serious concerns regarding the lack of capacity and accountability demonstrated by the WAYS Board and administration; neither has acknowledged its responsibility in relation to the numerous violations identified in these documents.

Even since issuance of the NOV, WAYS' Board has continued the pattern of Board member resignations and terminations as a result of members' efforts to fulfill critical Board functions and/or make changes to the governance/management relationship by asking critical questions or voting against the school's administrators. This concern was echoed by a parent at the WAYS' October 8, 2014 Board meeting, who stated, the school only wants Board members who are "quiet" and don't ask questions.

While there are aspects of the proposed contract with CEG that would provide some remedy, there are significant concerns that remain about the feasibility of the plan. While these concerns are detailed throughout this report, there is a primary concern that the contract fails to provide a detailed plan for replacing the WAYS Board by the time the County Board must make its final decision on the matter of revocation. Based on the pattern of Board performance over the past three years, this is an essential component necessary to remedy.

Academic Analysis⁴ Pursuant to EC § 47607(c)(2)

Pursuant to EC § 47607(c)(2), the authorizing entity shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to revoke a charter. The NIR contained a detailed analysis of WAYS'

⁴ The source for all data reported in this section is from the California Department of Education, DataQuest (Retrieved 7-21-14 from: <http://dq.cde.ca.gov/dataquest/>) unless otherwise indicated.

academic performance. Based on this analysis, WAYS has not demonstrated consistent increases in pupil achievement since the charter school began operation.

In its September 23, 2014 letter to the County Board, WAYS contends it outperformed all 19 public schools within a three-mile radius based on 2013 Growth API. This statement is inaccurate as described below beginning on page 21.

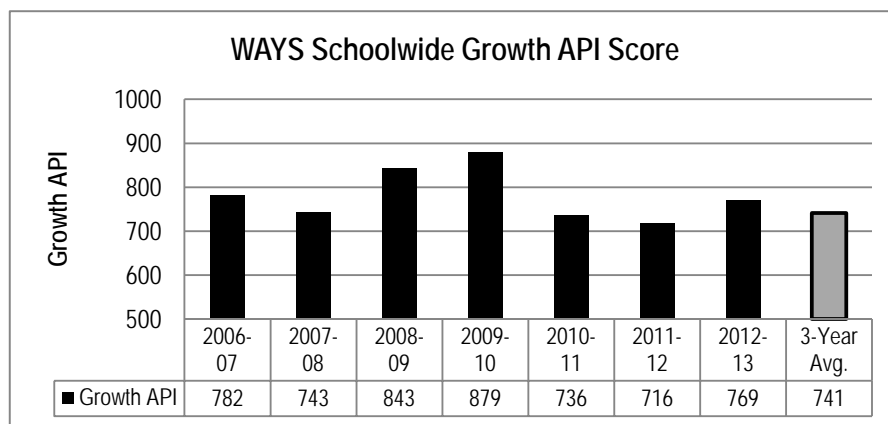
The County Board considered the academic performance of WAYS and balanced that against the violations identified in the NOV and NIR. It made its decision to issue the NIR based on consideration of the following information:

- Academic Performance Index (API) Data
- Adequate Year Progress (AYP) Proficiency Rates-Annual Measureable Objectives
- English Learner Redesignation Rates

API Data

WAYS Growth API, Growth Target Data, and Statewide and Similar Schools Ranks					
Year	Growth API Score	Met target schoolwide?	Met target for all student groups**?	Statewide Rank	Similar Schools Rank
2006-07	782	N/A	N/A	6	**
2007-08	743	No	--	5	**
2008-09	843	Yes	Yes	8	**
2009-10	879	Yes	Yes	9	**
2010-11	736	No	No	2	1
2011-12	716	No	No	1	1
2012-13	769	Yes	Yes	3	7
3-year average ⁵	741	No Growth Targets Established	No Growth Targets Established	No Ranks issued by CDE	No Ranks issued by CDE

*WAYS has 5 numerically significant student groups: Black/African American; Hispanic/Latino; Socioeconomically disadvantaged; English Learners; and Students with Disabilities.
 N/A=2006-07 was WAYS first year of operation. No growth targets established.
 **= Less than 100 students tested. Similar schools ranks are not calculated for small schools.
 -- = Student groups not numerically significant due to size of school. No growth targets established.

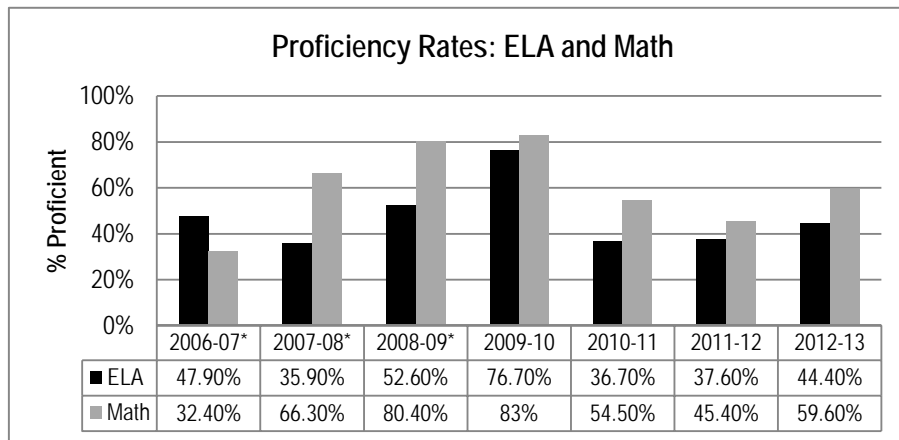


⁵ 2013-14 API calculations were suspended. The California Department of Education (CDE) issued a three-year average (years 2011, 2012 and 2013) in place of a 2014 API. The weighted average was used for all schools in this report.

Analysis: A review of WAYS Growth API scores, Growth Target data, and Statewide and Similar Schools Ranks from 2006-07 to 2012-13 shows:

- The school’s Growth API peaked in 2009-10 (879), declined in 2010-11 and 2011-12, and despite an increase in 2012-13, is 110 points below its 2009-10 level.
- The school’s 3-year weighted average API is 741, below its initial API of 782.
- The school met its Growth Targets schoolwide and for all numerically significant student groups in 3 of 6 years.

Proficiency Rates in English-Language Arts and Math



Analysis: Proficiency rates in English-Language Arts (ELA) and math as measured by the California Standards Test (CST) is determined by the number of students testing proficient or above on the CST and is reported in the Adequate Yearly Progress (AYP) report for each school.

The AYP report shows WAYS has not increased pupil academic achievement in ELA or math. The proficiency rate for ELA decreased from 76.7% in 2009-10 to 44.4% in 2012-13. The math proficiency rate decreased from 83% in 2009-10 to 59.6% in 2012-13. The CST was not administered in 2013-14.

English Learner (EL) Redesignation Rates

WAYS English Learner Redesignation Rates				
Year	# ELs	% EL	# Redesignated	% Redesignated*
2006-07	1	0.7%	N/A: 1 st year of operation; therefore, no prior year count.	
2007-08	11	7.5%	0	0%
2008-09	31	17.5%	8	72.7%
2009-10	14	5.9%	10	32.3%
2010-11	52	19.5%	12	85.7%
2011-12	73	15%	0	0%
2012-13	85	16.3%	35	47.9%
2013-14	166	30.9%	1	0.9%

*This percent is calculated by dividing the number of redesignated students by the prior year's EL count then multiplying by 100.

Analysis: There has not been an increase in the redesignation rates of ELs attending WAYS. Redesignation rates are inconsistent, and in 2011-12 and 2013-14, the rate was less than 1%.

Additionally, DataQuest shows WAYS failed to report California English Language Development Test (CELDT) Annual Assessment data for 2009-10, 2010-11 and 2011-12. EC § 313 mandates that ELs be tested with the CELDT annually. State law and WAYS’ charter require CELDT scores to be used as a criterion for redesignation. In the absence of CELDT scores for these three years, the school failed to follow its charter and the law regarding redesignation of ELs.

Conclusion: A review of the Growth API score, proficiency rates in ELA and math and EL Redesignation rates indicates WAYS has not had increases in academic achievement for all groups of pupils.

Resident and Comparison School Data

In addition to reviewing WAYS pupil academic achievement data over time, LACOE also analyzed the school’s performance against that of its resident schools (those WAYS students would otherwise be required to attend) and its comparison schools (elementary schools located within LAUSD that were on the school’s 2012 Similar Schools List and are, therefore, demographically similar).

The metrics used for this comparison were:

- 3-Year Average Weighted API Scores
- Proficiency Rates-Annual Measureable Objectives
- English Learner Redesignation Rates

The tables below compare WAYS’ performance to that of its resident and comparison schools.

3-Year Average API

3-Year Average API (weighted): WAYS and Resident Schools							
School	% of WAYS' Enrollment*	School-wide	Black/African Amer.	Hispanic/Latino	Socio-economically disadv.	English Learners	Students with Disabilities
McNair (CUSD)	2.56%	814	823	806	814	806	698
96 th Street	3.49%	809	747	827	810	801	525
Russell	10.70%	754	673	763	754	738	572
South Park	17.91%	743	644	759	745	734	558
Parmelee Ave	7.21%	743	682	746	743	691	532
WAYS	--	741	732	767	739	753	548
Wisdom Elem.	9.30%	738	682	742	738	702	532
93 rd Street	7.2%	720	661	736	720	720	531
McKinley Ave	8.14%	720	672	731	720	711	464
Dr. Owen Knox	3.49%	708	639	726	709	704	477
Miramonte	2.56%	693	--	693	694	662	486
107 th Street	3.26%	685	623	704	678	690	518
Judith F. Baca	2.56%	661	557	676	661	662	524

*Based on WAYS' 2013-14 enrollment lists submitted to the LACOE Charter School Office in February 2014
 All schools are located within LAUSD except McNair (Compton USD)

Analysis: WAYS has a 3-year weighted average schoolwide API of 741. It ranks 6th in relation to its 12 resident schools. Based on February 2014 enrollment data provided by the school, about 41.8% of its students would otherwise attend a school with a higher 3-year weighted average schoolwide API.

For numerically significant student groups, WAYS ranks 3rd (of 11 schools) for Black/African American students; 3rd (of 12 schools) for Hispanic/Latino students; 6th (of 12 schools) for Socioeconomically Disadvantaged students; 3rd (of 12 schools) for English Learner students; and 4th (of 12 schools) for Students with Disabilities.

3-Year Average API (weighted): WAYS and Comparison Schools*						
	School-wide	Black/African Amer.	Hispanic/Latino	Socio-economically disadv.	English Learners	Students with Disabilities
Maywood	871	--	873	870	847	755
Brooklyn Ave.	822	--	824	823	781	613
Yorkdale	803	--	795	800	773	709
Miles Ave	786	--	786	786	757	548
Grand View Blvd.	783	844	769	778	759	643
Cienega	779	714	790	780	774	641
Bassett St.	777	784	773	777	753	552
Lassen	774	--	766	771	749	654
Haddon Ave.	772	--	772	771	738	680
Rosemont	770	--	753	770	747	608
Santa Monica Blvd. Community Charter [^]	761	--	756	764	742	561
Union Ave.	760	--	760	760	739	502
Vinedale	756	--	764	756	757	598
Limerick Ave	755	717	741	753	724	493
Lenicia B. Weemes	753	--	769	755	740	642
Frederick Douglass Academy [^]	748	--	713	754	--	633
WAYS[^]	741	732	767	739	753	548
Jaime Escalante	741	--	742	744	700	607
Camellia Ave.	733	--	732	733	707	662
Harrison St.	708	--	710	709	675	591

*LAUSD comparison schools based on WAYS' 2012 Similar School Report
^=Charter school

Analysis: WAYS has a 3-year weighted schoolwide API average of 741. It is outperformed by 15 of its 19 comparison schools.

For numerically significant student groups, WAYS ranks 3rd (of 5 schools) for Black/African American students; 11th (of 19 schools) for Hispanic/Latino students; 17th (of 19 schools) for Socioeconomically Disadvantaged students; 8th (of 18 schools) for English Learner students; and 16th (of 19 schools) for Students with Disabilities.

Proficiency Rates-Annual Measureable Objectives

Proficiency rates are based on a school's CST results in ELA and Math and reported on the Adequate Yearly Progress (AYP) report as Percent Proficient-Annual Measureable Objectives.

Final Decision to Revoke and Accompanying Exhibits

The 2013 proficiency goals were 89.2% for ELA and 89.5% for math. WAYS proficiency rate was 44.4% in ELA and 59.6% in math.

2013 Proficiency Rates: WAYS and Resident Schools*			
School (% of WAYS' Enrollment)	% Proficient ELA	School (% of WAYS' Enrollment)	% Proficient Math
NCLB Goal	89.2%	NCLB Goal	89.5%
96 th Street (3.49%)	54.7	McNair (2.56%)	70.1
McNair (2.56%)	53.9	96 th Street (3.49%)	69.8
Russell (10.70%)	45.8	WAYS	59.6%
WAYS	44.4%	Russell (10.70%)	56.9
Parmelee Ave (7.21%)	40.9	Parmelee Ave (7.21%)	54.0
McKinley Ave (8.14%)	39.5	Wisdom Elem. (9.30%)	52.2
South Park (17.91%)	39.1	Dr. Owen Knox (3.49%)	49.8
Wisdom Elem. (9.30%)	36.6	McKinley Ave (8.14%)	48.6
Dr. Owen Knox (3.49%)	35.6	South Park (17.91%)	46.6
Miramonte (2.56%)	34.4	Miramonte (2.56%)	41.9
93 rd Street (7.2%)	31.0	Judith F. Baca (2.56%)	41.9
107 th Street (3.26%)	29.3	93 rd Street (7.2%)	40.2
Judith F. Baca (2.56%)	27.0	107 th Street (3.26%)	35.1
*Based on WAYS' 2013-14 enrollment lists submitted to the LACOE Charter School Office in February 2014; all resident schools are within LAUSD except McNair (Compton USD)			

Analysis: In relation to its resident schools, WAYS ranks 4th in ELA and 3rd in math.

2012-13 Proficiency Rates: WAYS and Comparison Schools*			
School	% Proficient ELA	School	% Proficient Math
NCLB Goal	89.2%	NCLB Goal	89.5%
Maywood	64.4%	Brooklyn Ave.	73.6%
Frederick Douglass Academy^	59.1%	Maywood	76.4%
Brooklyn Ave.	58.1%	Santa Monica Blvd. Com. Charter^	66.2%
Cienega	53.8%	Lassen	64.7%
Yorkdale	52.3%	Grand View Blvd.	64.5%
Santa Monica Blvd. Com. Charter^	49.9%	Cienega	62.7%
Grand View Blvd.	48.4%	Limerick Ave	60.6%
Lassen	47.4%	WAYS^	59.6%
Jaime Escalante	46.6%	Union Ave.	59.5%
Vinedale	46.5%	Yorkdale	59.1%
Miles Ave	45.4%	Vinedale	57.7%
Bassett St.	44.6%	Haddon Ave.	57.5%
WAYS^	44.4%	Bassett St.	57.4%
Union Ave.	44.2%	Miles Ave	57.3%
Limerick Ave	44.0%	Camellia Ave.	53.8%
Lenicia B. Weemes	43.9%	Lenicia B. Weemes	53.4%
Haddon Ave.	43.8%	Jaime Escalante	53.1%
Rosemont	42.7%	Rosemont	50.5%
Camellia Ave.	37.7%	Frederick Douglass Academy^	50.1%
Harrison St.	30.2%	Harrison St.	43.8%
*LAUSD comparison schools based on WAYS' 2012 Similar School Report ^=Charter school			

Analysis: In relation to its comparison schools, WAYS ranks 13th in ELA and 8th in math.

English Learner Redesignation Rates

For school-year 2013-14, WAYS redesignated 0.9% of its EL population to Redesignated-Fluent English Proficient (R-FEP) status.

2013-14 EL Redesignation Rates: WAYS and Resident Schools*		
School (% WAYS' Enrollment)	% Redesignated	% English Learners
Dr. Owen Knox (3.49%)	17.4%	42.6%
107 th Street (3.26%)	16.7%	47.1%
Judith F. Baca (2.56%)	16.1%	47.4%
96 th Street (3.49%)	15.8%	38.4%
Russell (10.70%)	15.0%	51.5%
McNair (2.56%)	12.4%	29.6%
Parmelee Ave (7.21%)	11.0%	45.5%
Miramonte (2.56%)	12.2%	57.5%
93 rd Street (7.2%)	11.6%	49.5%
Wisdom Elem. (9.30%)	10.8%	50.3%
McKinley Ave (8.14%)	10.8%	49.7%
South Park (17.91%)	9.9%	47.3%
WAYS	0.9%	30.9%
LAUSD (93.4%)	13.9%	27.4%
LA County (100%)	13.3%	23.8%
State (100%)	12.0%	22.7%

*Based on WAYS' 2013-14 enrollment lists submitted to the LACOE Charter School Office in February 2014; all schools with LAUSD except McNair (Compton USD)

Analysis: In relation to its resident schools, WAYS ranks below all 12 schools. WAYS also ranks below the State, County and District in which it is located. (LAUSD)

2013-14 English Learner Redesignation Rates: WAYS and Comparison Schools*		
School	% Reclassified	% English Learners
Brooklyn Ave.	78.1%	33.3%
Yorkdale	19.8%	24.6%
Rosemont	19.1%	40.2%
Maywood	18.7%	41.5%
Lenicia B. Weemes	17.1%	38.3%
Cienega	15.4%	49.9%
Haddon Ave.	15.0%	45.1%
Vinedale	14.5%	43.0%
Harrison St.	14.4%	46.8%
Camellia Ave.	13.8%	48.4%
Union Ave.	12.8%	65.7%
Grand View Blvd.	12.4%	48.3%
Limerick Ave	11.3%	49.3%
Lassen	10.9%	44.0%
Bassett St.	10.8%	51.2%
Jaime Escalante	10.0%	52.7%
Miles Ave	9.2%	57.5%
WAYS^	0.9%	15.0%
Frederick Douglass Academy^	0%	7.0%

2013-14 English Learner Redesignation Rates: WAYS and Comparison Schools*		
School	% Reclassified	% English Learners
Santa Monica Blvd. Com. Charter^	0%	63.8%
*LAUSD comparison schools based on WAYS' 2012 Similar School Report ^=Charter school		

Analysis: In relation to the 20 schools in this comparison group, WAYS redesignation rate ranks 18th.

Response to WAYS' September 23, 2014 letter to the County Board

The WAYS September 23, 2014 letter to the County Board states, “WAYS Is the Highest Performing Public Elementary School in the Community. In terms of 2013 Growth API score; WAYS academically outperformed **all** 19 public schools that are within a three-mile radius of the WAYS East Manchester campus.”

To support its assertion, WAYS presented a table comparing its 2013 Growth API score to the scores of 19 schools within a 3-mile radius. While WAYS did have a 2012-13 growth of 54 points, **the school failed to report that in the prior two years, it had a decline of 162 points** (the largest decline of all schools located within a 3-mile radius).

Additionally, WAYS omitted 18 other elementary schools also located within a 3-mile radius. Fifteen of these public schools are operated by LAUSD and three are chartered by that district. Of these schools, eight had a higher 2013 Growth API score than WAYS; therefore, the statement that “WAYS is the Highest Performing Public Elementary School in the Community” is false.

Three-Year Trend Data: To provide a more complete picture of the academic performance of the 38 public elementary schools located in the “community,” the table below contains API growth trends for three years (2011-2013). In the absence of a 2014 Growth API, the CDE released a 3-year average API for last year (2013-14). As this is the most recent API data for schools, it is also included in the table.

Based on the 3-year weighted average API, WAYS was outperformed by 21 (57%) of the schools; one school (KIPP) does not have a 3-year average.

Additionally, based on the February 2014 enrollment data provided by WAYS, 79% of its students would otherwise attend, as their school of residence, one of the schools listed in the table. The remaining students would attend a school more than 3 miles from WAYS. Of the students who would attend one of the schools listed in the table, 55% would go to a school with a 3-year average API higher than WAYS.

The table below provides API data for WAYS and public schools within a three-mile radius.

WAYS Academic Performance Compared to Public Elementary Schools Within a 3 Mile Radius:
3-Year Average API and Growth Over Time

School:	3 Year Avg. API (Weighted)	3 Year Growth	2013 Growth	2012 Growth	2011 Growth
KIPP Empowerment Acad.^	991+	--	--	--	--
Watts Learning Center^	854	-21	-30	17	-8
96 th St.	809	10	-10	25	-5
Florence Ave.	788	63	23	58	-18

**WAYS Academic Performance Compared to Public Elementary Schools Within a 3 Mile Radius:
3-Year Average API and Growth Over Time**

School:	3 Year Avg. API (Weighted)	3 Year Growth	2013 Growth	2012 Growth	2011 Growth
118 th St.	784	21	-27	23	25
99 th St.	783	20	3	27	-10
Walnut Park	779	14	-30	47	-3
116 th St.	777	-3	-23	-25	45
Woodcrest	774	15	-20	46	-11
Academia Moderna [^]	772	117	-34	86	65
Manchester Av	772	29	-18	12	35
Lillian St.	769	3	-2	0	5
61 st St.	764	37	9	8	20
66 th St.	760	-9	-36	8	19
Stanford Ave.	760	12	-14	28	-2
75 th St.	754	43	3	18	22
Russell	754	29	11	-5	23
95 th St	746	23	-3	43	-17
Parmelee	743	41	2	8	31
South Park	743	-16	-36	12	9
Charles Barrett	743	-68	-21	-54	7
Figuroa St.	742	34	-12	26	20
WAYS	741	-108	54	-19	-143
Wisdom	738	8	-9	17	n/a
68 th St.	735	-7	-10	-14	17
Graham	732	-34	-41	-11	18
Compton Ave.	731	-20	-39	28	-9
McKinley Av	720	1	-5	8	-2
93 rd St	720	-48	-35	-4	-9
L. Miller	716	-8	-17	-10	19
Dr. Owen Knox	708	13	12	-11	12
109 th St.	706	-24	-41	40	-23
Lovelie P. Flourney	696	-17	-36	1	18
107 th St.	685	42	-29	13	58
J. Baca	661	44	8	36	n/a
112 th St.	657	-71	-28	12	-55
Miramonte	639	6	32	-24	-2
Florence G. Joyner	621	-49	-21	28	-56

Schools Highlighted in Blue were not on WAYS list of schools located within a 3-mile radius

[^] Indicates charter school

+ Indicates school does not have a 3-year average API. Score listed is the 2013 Growth API.

-- No data available

Source: CDE DataQuest <http://www.cde.ca.gov/dsl/>. Retrieved 10-1-14.

Conclusion

This report further documents that there is substantial evidence to revoke the WAYS charter as provided through the NOV and NIR, and that WAYS has not refuted, remedied or proposed remedy sufficient to terminate revocation of the charter.

While some remedy has been achieved or has the potential to be achieved, there is insufficient evidence of action and accountability on the part of WAYS Board and administrators. WAYS' July 31, 2014 response to the NOV provides minimal remedies; however, substantial evidence exists that WAYS failed to refute, remedy or propose remedy to each of the material violations of the charter and the fiscal violations identified in the NOV. Additionally, WAYS failed to provide evidence to support its refutation, remedy and/or proposed remedy of these material violations. Therefore, the County Board issued the NIR. Since that time, there have been further instances of violations identified in the NOV and NIR. While WAYS continued to deny the violations, it made last minute proposals of remedy just prior to the Public Hearing.

These proposed remedies lack sufficient preparation, planning, and detail to provide a clear and timely path for cure. Key components necessary to support the proposed remedies are missing, including a sufficiently detailed contract with a charter management organization, proposed changes to the charter necessary to support the required material revision, and a budget that would support that revision.

The WAYS Board did not take prompt action to replace all key administrators responsible for violations and did not provide a plan to replace Board members who allowed violations to occur over the past three years. This resulted in insufficient change to ensure remedy occurred within the statutory timeline the County Board has to make its final decision on revocation. Additionally, there is no plan to ensure these administrators and Board members are precluded from further and future involvement with WAYS. These concerns, along with the school's failure to follow GAAP and engaging in fiscal mismanagement, are significant in considering whether to revoke the charter.

The WAYS Board permitted conflict of interest and related party transactions and failed to recognize or acknowledge those violations or institute meaningful institutional reform to prevent their recurrence. It did not institute sufficient changes in its operations, governance, and financial practices that could have cured the violations during the remedy period.

Additionally, there have been 26 Board members since 2011. Fourteen served less than a year; of these, half served six months or less and three attended fewer than six meetings. The significant turnover in Board members demonstrates an institutional resistance to dissenting views and change. While the proposed contract with CEG proposes the addition of new members, it does not result in a reconstituted Board within the period the County Board has to make its decision on revocation; therefore, remedy is not achieved. CEG cannot guarantee this remedy since it is the WAYS Board that remedies, not CEG.

As required by law, the performance of WAYS students is an important factor in the County Board's decision regarding revocation. Academic performance data for WAYS shows that the school has **not** demonstrated increases in pupil academic achievement for all groups of pupils served by the charter school.

Academic performance has been inconsistent and there is evidence through the 2014 fifth grade CST in science (the only standardized achievement test data available for elementary schools for 2013-14) that WAYS' academic performance is declining. Its scores on this exam are the lowest among its resident and comparison schools. Based on Growth API, WAYS' performance is average compared to its resident, comparison and neighborhood schools. There are traditional public schools and charter schools in the area that outperform WAYS. The school's inaccurate

statement about its academic performance relative to other public school options further demonstrates its lack of awareness, capacity and accountability.

Charter law makes the authorizing entity the steward of all aspects of a charter school's operations, not just academic performance. In addition to ensuring that the charter school meets its educational objectives, the authorizer also has an obligation under the law to ensure that WAYS properly uses public funds, that it does not engage in fiscal mismanagement, and that it follows applicable laws and the charter. The County Board has an obligation to ensure that WAYS meet its legal and ethical obligations, both inside and outside the classroom.

Revocation, in response to acts of fiscal misconduct, is a required part of an authorizer's oversight responsibilities. EC § 47604(c) states that "[a]n authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authority has complied with all oversight responsibilities required by law..."

The California Court of Appeal has stated:

The chartering of a school and the charter school's compliance with the law, the regulations and the conditions imposed on its charter can be matters of serious concern to the public and to our public school system. *California School Boards Ass'n v. State Bd. of Education*:186 Cal.App.4th 1298,1326 (2010)

The Court went on to further state:

If monitoring and enforcement are, in reality, either lax or nonexistent, then the entire statutory scheme governing charter schools is called into question. Local school districts and county boards of education, as well as parents and teachers, have a right to expect that charter schools will hew not just to the law, but to their charters and the conditions imposed upon them through official action taken at a public hearing. *Id.*

It is well recognized that the authorizing entity has an obligation to its pupils, parents, employees and communities to perform its legal duties and ensure that its charter schools are following the law and properly using public funds.

The County Board has considered the NOV, WAYS' July 31, 2014 response to the NOV, the NIR, documents identified herein submitted subsequent to the conclusion of the remedy period, public testimony on June 3, 2014, September 23, 2014, October 14, 2014, and at the Public Hearing held October 21, 2014. The County Board has also considered the academic performance of WAYS.

The County Board is charged with the authority to determine whether WAYS has failed to cure the violations set forth in the June 3, 2014 NOV and September 23, 2014 NIR, and issue a decision to revoke or decline to revoke the charter. This decision shall be made at a regular meeting of County Board to be held on November 18, 2014 (unless the County Board and WAYS agree to an extension of up to 30 days).

If a county office of education is the chartering authority and revokes a charter pursuant 47607, the charter school may appeal the revocation to the state board within 30 days following the decision of the chartering authority. EC 47607(g)(1).

If the County Board revokes the WAYS' charter based on written findings of fiscal mismanagement, WAYS will not continue to qualify as a charter school for funding and for all other purposes during the pendency of an appeal. EC § 47607(i).

The date and time specified for County Board action on the final decision on revocation of WAYS charter is as follows:

DATE: November 18, 2014
TIME: 3:00 p.m. unless otherwise posted
LOCATION: Los Angeles County Office of Education
Conference Center
12830 Columbia Way
Downey, CA 90242

Service

Upon the County Board's action on its Final Decision on the matter of revocation of the Wisdom Academy for Young Scientists charter, taken at the regularly scheduled board meeting, to be held in open session in accordance with the Brown Act, on November 18, 2014, the County Superintendent of Schools shall provide a copy of the Final Decision to the Wisdom Academy for Young Scientists and the California Department of Education within 10 calendar days of issuing the Final Notice. Notice shall be to the charter school as follows:

Armando Espinoza, Board Chair
Edward Cabil, Executive Director
Wisdom Academy for Young Scientists
706 East Manchester Blvd.
Los Angeles, California 90001
Email: Armando.espinoza.10@my.csun.edu and edcabil@sbcglobal.net

EXHIBIT I

000001

**CHARTER MANAGEMENT (CMO) AGREEMENT BETWEEN CELERITY
EDUCATIONAL GROUP AND THE WISDOM ACADEMY OF YOUNG SCIENTISTS
CHARTER SCHOOL**

This Charter Management (CMO) Services Agreement (“Agreement”) is entered into and executed as of October 17 2014, by and between Celerity Educational Group, a California nonprofit public benefit corporation (“CEG”), and the Merle Williamson Foundation, a California non-profit public benefit corporation (“MWF”) doing business as Wisdom Academy of Young Scientists (“WAYS”), for CEG to take over day-to-day operations of WAYS with respect to the following facts:

A. MWF is a California nonprofit corporation that currently operates WAYS charter school, a K-5 charter school authorized by the Los Angeles County Board of Education, with oversight by the County Superintendent (together referred to as “LACOE”);

B. On September 23, 2014, the Los Angeles County Board of Education adopted a Notice of Intent to Revoke (“NIR”) the WAYS charter, citing a lack of adequate internal financial and institutional controls at the school, deficiencies in governance and board leadership, and insufficient management at the charter school;

C. In order to continue operation of the school and remedy the issues cited in the NIR, WAYS desires to engage the services of a qualified charter management organization (“CMO”) experienced in the operation and governance of successful charter schools in Los Angeles, and that can provide new management and leadership to the WAYS charter school;

D. CEG is a California nonprofit public benefit corporation organized under California law for public and charitable purposes to operate charter schools, and currently operates seven (7) charter schools in Los Angeles;

E. One of the charter schools successfully operated by CEG—Celerity Sirius Charter School—is authorized by LACOE;

F. Celerity Sirius Charter School is an elementary school located in Compton, California, with a student population that is for operational purposes similar to the population at WAYS;

G. CEG offers a comprehensive package of charter management services and employs individuals (“Employees”) who are experienced, competent and specially trained to provide the services involved in and required by WAYS’ operations;

H. CEG also has a veteran board of directors with experience in charter school governance and authorizer relations, particularly in Los Angeles, and specifically with LACOE and the Los Angeles Unified School District (“LAUSD”). CEG board members have backgrounds of success in diverse facets of education, nonprofit governance and operation,

finance and strategic development, law, and education in marginalized communities. A “factsheet” with the CEG board member bios is attached hereto as Exhibit “A”.

I. CEG and WAYS desire to enter into this Agreement for CEG to serve as the CMO of WAYS and take over day-to-day operations of WAYS for the remainder of WAYS’ charter term, specifically to provide comprehensive new charter management to WAYS, as well as specific operational and governance services described in Section I herein.

J. This Agreement is conditioned on approval by the Los Angeles County Board of Education of a material revision of the WAYS charter to reflect CEG’s provision of CMO services to WAYS as outlined herein.

NOW, THEREFORE, the parties agree as follows:

1. SERVICES.

1.1. Listed Services. CEG shall perform the following comprehensive CMO services for WAYS (“Listed Services”):

1.1.1. *Selection of Principal.* CEG will ensure a new Principal, Vanessa Marroquin, Ed.D., is put in place at WAYS by November 2, 2014, whose resume is attached hereto as Exhibit “B”.

1.1.2. *New Board Members.* CEG will recruit and identify new qualified board members to serve on the WAYS board by December 1, 2014 (CEG has already identified several qualified candidates, whose bios are available upon request). CEG will interview the new WAYS board candidates, nominate and recommend them to the WAYS board for election, with the first batch of candidates to be recommended to the WAYS board by December 1, 2014.

1.1.3. *Day to Day Management.* CEG will function as the Executive Director (“ED”) of WAYS, and will provide all day-to-day ED services.

1.1.4. *Board Meeting Support.* CEG will provide professional development and training for the WAYS board, and will prepare the agendas, agenda packets and minutes for each WAYS board meeting, as well as other board meeting support as needed.

1.1.5. *Vendor Selection.* CEG will review and assist in the selection of each vendor used by WAYS, and will scrutinize in particular whether a proposed vendor is a related party to any person at WAYS.

1.1.5. *General Authorizer Relations.* CEG will serve as a day-to-day contact person at WAYS for the LACOE Charter School Office. CEG will oversee any communication received by WAYS from the LACOE Charter School Office, so that such communication is promptly and fully addressed and responded to by WAYS.

- 1.1.6. *Instructional School Leadership, Management and Operations.*
- 1.1.7. *Participate in Student, Parent & Community Engagement Operations*
- 1.1.8. *Identification, Recruitment, and Selection of Key WAYS Employees*
- 1.1.9. *Identify and Develop Pool of Highly Qualified Teachers for WAYS*
- 1.1.10. *Student Recruitment*
- 1.1.11. *Master Program Planning*
- 1.1.12. *Assist School to Secure Funding for Growth*

1.1.13 *Charter Petition Renewal/ Modification Authorizer Review Process.* CEG will work directly with the LACOE Charter Schools Office on behalf of WAYS on any charter renewal, revision or review by LACOE.

- 1.1.14 *Design and Implementation of Teacher Professional Development*
- 1.1.15 *Oversight of Day-to-Day Instructional Operations*
- 1.1.16 *Oversight of Food Program Operations*
- 1.1.17 *Oversight of Emergency Procedures*
- 1.1.18 *Oversight of Communications Technology*
- 1.1.19 *Oversight of Special Education*
- 1.1.20 *Oversight of Health Services*
- 1.1.21 *Special Education Program Overall Guidance and Compliance*
- 1.1.22 *Coordinate WAYS' Use of LACOE-approved Finance, Student, Achievement Data Systems*
- 1.1.23 *Research, Application, and Acquisition of Competitive Grant Awards*
- 1.1.24 *Assist WAYS to Identify/Negotiate/Finance of School Facilities*
- 1.1.25 *Charter Market Analysis and Demographic Review*
- 1.1.26 *Assist in Insurance Selection; Oversee Maintenance of Insurance; Insurance Fiscal and Claims Liaison*

1.1.27 *Insurance Audits*

1.2. Additional Services. In addition to comprehensive CMO services, CEG may also provide certain additional or other related services not described in Section 1.1. as WAYS may from time to time request and that are mutually agreed upon by CEG and WAYS in writing (“Additional Services”). For example, such Additional Services may include, but are not limited to:

- 1.2.1. Facilities Repair
- 1.2.2. Facilities Maintenance
- 1.2.3. NSLP Data
- 1.2.4. NSLP Reporting
- 1.2.5. NSLP Fiscal Compliance
- 1.2.6. IT Support
- 1.2.7. IT Helpdesk
- 1.2.8. IT Marketing Collateral Printing
- 1.2.9. Media Creation
- 1.2.10. Marketing Collateral Design, Business Cards and Letterhead
- 1.2.11. Website and Graphic Design
- 1.2.12. Print Design and Process
- 1.2.13. Student Media Support
- 1.2.14. Reprographics

2. COMPENSATION.

2.1. Listed Services. As compensation for CEG’s provision of Listed Services in Section 1.1., WAYS agrees to pay CEG twelve percent (12%) of the revenue of the WAYS school. The foregoing compensation does not include compensation for any Additional Services. CEG will provide a monthly invoice detailing the services provided, and WAYS’s payment shall be due within thirty (30) calendar days of the invoice date. The “revenue of the WAYS school” shall include the general purpose entitlement and categorical block grant as defined in Education Code section 47632(a) and (b).

2.2. Additional Services. As compensation for CEG's provision of Additional Services, WAYS agrees to pay CEG the cost of each specific service provided. CEG and WAYS shall mutually agree upon the cost of each additional or other related service in writing before the provision of such services. If such additional or other related services are provided, CEG will provide a monthly invoice detailing the services provided, and WAYS's payment shall be due within third (30) calendar days of the invoice date.

3. EMPLOYMENT RELATIONSHIP.

3.1. Employees performing services pursuant this Agreement are, and shall remain, the employees of CEG, and shall be subject to the ultimate direction and control of CEG and its directors, officers, and other representatives.

3.2. CEG shall have full and sole legal control over and responsibility for payment of all compensation and benefits to the Employees, as well as the full and sole responsibility for ensuring compliance with any and all applicable state and federal income tax withholding, state and federal unemployment and disability insurance withholding and contributions, and social security tax withholding and contributions.

4. TERMINATION AND MODIFICATION.

4.1. This Agreement shall continue in effect for the remainder of the term of the WAYS charter, beginning on November __, 2014. This Agreement shall automatically renew at the end of the charter term, and for consecutive successive charter terms, on the same terms and conditions herein, unless modified by mutual agreement of the parties or terminated by either party in accordance with section 4.2 below.

4.2. This Agreement may be terminated by either CEG or WAYS upon ninety (90) days prior written notice to the other party, with or without cause. However, in consideration of the fact that this Agreement will require CEG to mobilize resources and Employees to take over day-to-day operations of WAYS immediately, mid-school-year and mid-charter-term, in the event that WAYS terminates this Agreement without cause, WAYS shall be required to pay CEG twelve percent (12%) of the revenue of the WAYS school for the duration of the charter term.

4.3. This Agreement may be amended by mutual consent but only if in writing and signed by both parties. Any such amendment shall be consistent with the WAYS charter.

5. NOTICE.

5.1. All notices, requests, offers or demands or other communications (collectively "Notice") given to or by the parties under this Agreement shall be in writing and shall be deemed to have been duly given on the date of service if personally served on the party to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered

or certified mail, postage prepaid, addressed to the party to whom Notice is to be given, at such party's address set forth on the signature page of this Agreement or such other address provided by the receiving party.

6. CONFIDENTIAL AND PROPRIETARY INFORMATION.

6.1. For the purposes of this Section, the term "Confidential Information" means all confidential or proprietary information or materials including, without limitation, any documentation, processes, specifications, instructions, know-how, reports, data packages, inventions, ideas and business information, privileged communications and reports, whether or not such information would be enforceable as a trade secret or copyright or the copying of which would be enjoined by a court as constituting unfair competition, which is disclosed by either party to the other party.

6.2. Each party to this Agreement acknowledges and agrees that the other party is entitled to protect and prevent the disclosure or misuse of its Confidential Information, and hereby agrees, at all times after the date hereof, not to disclose, or permit any third party to disclose or use (a) Confidential Information at any time prior to or after the date hereof, or (b) information derived by one party from the other party's Confidential Information which information could not have developed independently, and (c) shall continue to treat the Confidential Information as confidential and nondisclosable, except in each case for and to the extent to which:

6.2.1. Such information is or becomes part of the public domain through no fault of the party;

6.2.2. Such information is disclosed (without obligation of confidentiality) with the prior written approval of the other party;

6.2.3. Such information was, as demonstrated by written records, in the party's possession before the disclosure; or

6.2.4. Such information becomes known to the party from a source other than the other party, provided that such other source has the right to disclose such information without restriction.

6.2.5. Such information is required to be disclosed by law, subject to Section 6.3, below.

6.3. In the event that either party is requested or required by statute, regulation, order of any court or by rule or order of any governmental agency to disclose any Confidential Information, the disclosure of which would otherwise be prohibited by this Agreement, that party shall supply the other party with prompt notice of such request(s) so that party may seek an appropriate protective order.

6.4. To the extent that is necessary and permissible to disclose any education records to employees of CEG in order for CEG to perform the services provided under this Agreement, WAYS designates those employees of CEG performing such services as agents of the school having a legitimate education interest solely for the purpose of entitling such persons to access education records under the Family Educational Rights and Privacy Act (20 U.S.C. section 1232g and implementing regulations; "FERPA"). The parties agree to comply with applicable laws related to student education records including FERPA.

6.5. To the extent that materials, documents or ideas were, or are, owned, designed, developed, formulated, written by or created by CEG or persons employed by CEG, WAYS agrees that CEG shall own all copyright, trademark, licensure, royalty or other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials provided by CDG, its employees, members, Board of Directors, officers or subcontractors. WAYS shall have the right to use such materials at the discretion of CEG during the term of this Agreement.

7. INDEMNIFICATION

7.1 CEG shall defend, indemnify and hold WAYS, its directors, officers, employees and agents harmless against and from all claims, actions, costs, expenses, damages, injury or loss (including reasonable attorneys' fees) to which WAYS, its directors, officers, employees and agents may be subject by reason of any wrongdoing, misconduct, negligence or default by CEG, its directors, officers, agents or employees in the execution or performance of this Agreement.

7.2 Likewise, WAYS shall defend, indemnify and hold CEG, its directors, officers, employees and agents harmless against and from all claims, actions, costs, expenses, damages, injury or loss (including reasonable attorneys' fees) to which CEG, its directors, officers, employees and agents may be subject by reason of any wrongdoing, misconduct, negligence or default by WAYS, its directors, officers, agents or employees in the execution or performance of this Agreement.

8. MISCELLANEOUS.

8.1. Headings. The descriptive headings of the Sections and paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.

8.2. Assignment. No party shall assign this Agreement, any interest in this Agreement or its rights or obligations under this Agreement without the express prior written consent of the other party hereto. This Agreement shall be binding on, and shall inure to the benefit of, the parties and their respective permitted successors and assigns.

8.3. Force Majeure. If any circumstance should occur that is not anticipated or is beyond the control of a party or that delays or renders impossible or impracticable a party's

performance under this Agreement, the party's obligation to perform such services shall be postponed for a period equal to the time during which such circumstances shall end, or, if such performance has been rendered impossible by such circumstance, shall be cancelled.

8.4. No Third-Party Rights. This Agreement is made for the sole benefit of the parties. Except as otherwise expressly provided, nothing in this Agreement shall create or be deemed to create a relationship among the parties or any of them, and any third-party, including a relationship in the nature of a third-party beneficiary or fiduciary.

8.5. Professional Fees and Expenses. Each party shall bear its own expenses for legal, accounting, and other fees or expenses in connection with the negotiation of this Agreement.

8.6. Compliance with All Laws, Polices, Procedures and Rules. In performing this Agreement, each party will comply with all applicable federal and state laws, local regulations and school policies including requirements of any applicable charter.

8.7. Survival. The obligations, rights and responsibilities of Sections 2 (to the extent such obligations were incurred prior to termination or expiration), 6 and 7 shall survive the termination or expiration of this Agreement.

8.8. Entire Agreement. This Agreement, including all exhibits hereto, constitutes the entire agreement between the parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the parties with respect to such subject matter made or entered into prior to the date of this Agreement.

8.9. Amendment. No supplement, modification or amendment of this Agreement shall be binding unless executed in writing by the parties. No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

8.10. Governing Law. This Agreement and all questions related to its validity, interpretation, performance, and enforcement (including, without limitation, provisions concerning limitations of actions), shall be governed by and construed in accordance with the laws of the State of California, notwithstanding any conflict-of-laws doctrines of such state or other jurisdiction to the contrary and without the aid of any canon, custom, or rule of law requiring construction against the draftsman.

8.11. Jurisdiction, Forum or Venue. The proper jurisdiction, forum and venue for any arbitration, claims, causes of action or other proceedings concerning this Agreement shall be located in the State of California, County of Los Angeles. The parties agree not to bring any arbitration, action or other proceeding arising out of or relating to this Agreement in any other jurisdiction, forum or venue. The parties hereby submit to personal jurisdiction in the State of California for any arbitration, action or other proceeding arising out of or relating to this

Agreement, including but not limited to enforcement of this Agreement, and hereby waive any and all personal rights under the law of any state or other jurisdiction to object to jurisdiction within the State of California for the purposes of any such arbitration, legal action or proceeding, whether on the grounds of inconvenient forum or otherwise.

8.12. Attorney's Fees. In the event any action at law or in equity, arbitration or other proceeding is brought to interpret or enforce this Agreement, or in connection with any provision of this Agreement, the prevailing party shall be entitled to its reasonable attorneys' fees and other costs reasonably incurred in such action or proceeding.

8.13. Arbitration. Any controversy or claim arising out of this Agreement, or the breach thereof, shall be settled by arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association, and judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction.

8.14. Severability. If any provision of this Agreement is invalid or contravenes California law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

8.15. Counterparts. This Agreement may be signed in counterparts, which shall together constitute the signed original Agreement.

8.16. Electronic Signatures. This Agreement, and any amendment or modification to this Agreement, may be accepted in electronic form (e.g., by scanned copy of the signed document, an electronic or digital signature or other means of demonstrating assent) and each party's acceptance will be deemed binding on that party. Each party acknowledges and agrees it will not contest the validity or enforceability of this Agreement, and any amendment or modification to this Agreement, including under applicable statute of frauds, because they were accepted or signed in electronic form. Each party further acknowledges and agrees that it will not contest the validity or enforceability of a signed facsimile copy of this Agreement, and any amendment or modification to this Agreement, on the basis that it lacks an original handwritten signature. Facsimile signatures shall be considered valid signatures for purposes of this Agreement and any amendment or modification to this Agreement. Computer maintained records of this Agreement and any amendment or modification to the Agreement when produced in hard copy form shall constitute business records and shall have the same validity as any other generally recognized business records.

8.17. Legal Authority. Each party represents and warrants that the individual executing this Agreement on their behalf is a person duly authorized and empowered to execute this Agreement for such party.

[SIGNATURES FOLLOW]

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first set forth above.

CELERITY EDUCATIONAL GROUP, A
CALIFORNIA NON-PROFIT PUBLIC
BENEFIT CORPORATION

By: _____

Its: _____

Address: _____

MERLE WILLIAMSON FOUNDATION,
A CALIFORNIA NON-PROFIT PUBLIC
BENEFIT CORPORATION d/b/a
WISDOM ACADEMY OF YOUNG
SCIENTISTS

By: Armando Eganza

Its: Board Chair.

Address: 706 E. Manchester ave
Los Angeles CA 90001

Exhibit A

CELERITY EDUCATIONAL GROUP

OUR BOARD

Dana Walden, Executive Director of The Dream Project

Prior to his current position he was co-owner of Laurel Canyon Animal Company (LCAC) and still is a principal Producer and Founder of Enlightened Innertainment (EI). LCAC is a record label that specializes in fund raising for animal rescue organizations and student awareness programs in middle schools. EI creates media that educates and entertains. Mr. Walden has experience working within the non-profit model as well as hands on in the classroom. He has created media (visual and audio) products and projects that have reached millions of people worldwide. Mr. Walden specializes in managing the visionary and creating programs that can be sustainably actualized.

Curt Hessler, Board Member

Mr. Hessler is an attorney and former Assistant Secretary of the Treasury for Economic Policy; Executive Director of President Carter's Economic Policy Group; and Associate Director of the President's Office of Management and Budget. In addition he has over two decades experience at the CEO/Board-level leadership in the media and IT industries and is a Professor at the UCLA School of Law with extensive experience in finance, strategic development, and law.

Julie Stern

Julie Stern is the Executive Producer of La Voz Kids with NBC Universal. Prior to joining NBC Universal, Ms. Stern was the Senior Vice President, Production for the Oprah Winfrey Network. She was responsible for the oversight of the network's production in daytime and primetime series, specials and documentaries.

Ms. Stern, is a highly seasoned Producer, with an impressive range of experience having worked with almost every major broadcast and cable network. She has also served as Vice President, Production for Lifetime Entertainment, where she was responsible for oversight of all unscripted programming, including the Emmy Award winning hit reality series, Project Runway. Other credits include: numerous nationally televised live events, such as the Primetime Emmy Awards, MTV Video Music Awards and the People's

Choice Awards; the Emmy Award winning series Win Ben Stein's Money; and a successful six year tenure at Buena Vista Productions/The Walt Disney Company as the Executive in Charge of Productions. Ms. Stern's involvement in the non-profit community includes producing and directing high-profile charity events for organizations such as Aids Project LA and the Lupus Foundation. Currently, Ms. Stern holds membership in the Academy of Television Arts and Sciences, Producer's Guild of America.

Ron Ben-Yehuda, Board Member

Ron Ben-Yehuda has more than twenty years' experience helping his clients to commercialize their intellectual property and technology. He works with clients at all stages, from pre-investment startups to established mid-market companies to Fortune 100 companies. His experience includes: Technology Licensing, Development and Marketing and Related Services, IT acquisitions, licenses and services and BP Outsourcing, Mergers and Acquisitions, Online Sales and Marketing; SaaS and Intellectual Property Planning and Strategy.

Ron also has practical business experience. He has served as general counsel of two software companies, one private and one public. At one of those companies, he was also the Chief Business Development Officer, overseeing the establishment and development of numerous strategic marketing and technology relationships that generated most of the company's customer acquisition and growth during his tenure. He uses that business experience to help his clients structure successful strategic relationships.

Ron has been a frequent lecturer and author, speaking at numerous conferences and events, including conferences or events sponsored by UCLA Law School, the USC Computer Law Institute, the Copyright Office, the Practicing Law Institute, KPMG, Southern Methodist University, the Computer Law Association, Glasser LegalWorks, the City of Hope and the Korean Institute of Technology and the Law.

Ron earned a B.A. in economics, Phi Beta Kappa, summa cum laude, from Yale College, and a J.D., with distinction, from Stanford Law School.

Jeffrey S. Klein, Board Member

Jeffrey S. Kline is a season media business CEO and senior executive with more than 25 years of experience operating newspaper, magazine, internet and trade show businesses. With the backing of a Chicago-based private equity firm, The Frontenac Company, Klein co-founded 101communications – a B2B multimedia publisher serving the information technology market. Klein spent 15 years with the Los Angeles Times and Times Mirror in senior management positions, including senior vice president and general manager,

news, and senior vice president for consumer marketing.

Klein is active in the community, and has served on various nonprofit boards, including the United Way, Foundation for American Communications and the Alliance for the Arts. He recently finished his two-year term as chairman of the board of directors of MEND, Meet Each Need with Dignity, the largest privately funded antipoverty agency in the San Fernando Valley, where he led its \$8.5 million capital campaign.

Mr. Kline received his Bachelor of Arts degree, graduating summa cum laude in Political Science and Psychology, from Claremont McKenna College; his Master of Science degree at Columbia University Graduate School of Journalism, and received his Juris Doctor from Stanford University School of Law.

EXHIBIT B

Vanessa Marroquin, Ed.D.

12750 Centralia St. #99•Lakewood, CA, 90715
Phone: 714-6002379 • E-Mail: Marroquin-v@hotmail.com



Objective

I am seeking a position that will equip me with the ability to utilize both my work ethic and experience within the educational system to create success for all students. I would like to put into action my leadership skills, educational experience, and by fulfilling a meaningful position that establishes justice for all.

Experience

Celerity Educational Group

July 2012- Present

Curriculum Specialist/Administrator in Training

Responsibilities:

- Instructional Coach at school site grades Transitional Kindergarten through Seventh grade
- Mentor teachers and provide support and feedback on pacing plans
- District Curriculum Specialist for sixth to eighth grade English Language Arts and Math
- Conduct district wide and school site professional development
- Host Grade Level meetings weekly with focus on data driven instruction
- Create Benchmarks across district
- Oversee the daily operations of school site
- Common Core implementation across district
- Create pacing guides for district with assessments
- Monitor data and school progress

Compton Unified School District

August 2008- June 2012

Lead Teacher: Second, Fourth, Fifth

Responsibilities:

- Utilize bilingual skills to assist bilingual students
- Provide intervention for needed students
- Correct assignments and prepare lessons
- Teach Open Court, Science, Art, ELD, Social Science, Math, and Reading/ Writing
- Actively engaged students in curriculum
- Integrated cultural diversity/ awareness in the classroom setting
- Leadership team member
- Fourth Grade Chair
- Performing Arts Program Director
- Accelerated Reader Coordinator
- Thinking Maps Certification
- Inclusive Teaching Trainer

Project DREAM (Directing Reform for an Educational Access Movement, helping marginalized students navigate the pipeline into higher education)

August 2008- Present

Director



Responsibilities:

- Creating a project for widening the pipeline into further education
- Collecting data
- Hosting community events promoting change
- Recruiting local organizations for donations and help

Los Angeles Unified School District

August 2007- June 2008

Teacher: First and Fourth

Responsibilities:

- Utilize bilingual skills to assist bilingual students
- Correct assignments and prepare lessons
- Teach Open Court, Science, Art, ELD, Social Science, Math, and Reading/ Writing
- Actively engaged students in curriculum
- Integrated cultural diversity/ awareness in the classroom setting

Education

California State University, Long Beach

June 2011- May 2014

Doctorate in Educational Leadership

Dissertation Topic: Mixed Citizenship Status Families and Aspirations for Higher Education.

University of California, Los Angeles

June 2010- June 2011

- Master of Arts in Education Leadership
- Administrative Credential

Pepperdine University, Graduate School of Education and Psychology

- Masters of Arts in Education
- Profession Multiple Subject Credential with English Learner Authorization

California State University, Fullerton

September 2003- June 2007

- Bachelor of Arts in Liberal Studies

Skills

PROFESSIONAL MEMBERSHIPS

- Pepperdine University
 - o Urban Parent Teacher Education Collaborative (UPTEC)
 - o Dean's List for Academic Achievement
- California State University, Fullerton
 - o Dean's List for Academic Achievement

SUMMARY OF QUALIFICATIONS

Excellent communication, interpersonal, and organizational skills, with the ability to build and nurture productive relationships with various groups. A self-motivated, energetic, and creative individual who is a team player. Extensive



knowledge of technology and computer skills, proficient in Microsoft Office and internet.

PROFESSIONAL ACTIVITIES

Presenter at the American Educational Research Association (AERA) annual conference 2008 with Pepperdine University

Topic: "Critical Teacher Education: Including Urban Parents, Families, and Communities in the Teacher Education Process."

University of California, Los Angeles Master's Research Paper

Topic: Undocumented Students

LANGUAGES

Fluent in Spanish and English

COMPUTER

MS Word, MS Excel, MS Publisher, Power Point, Adobe Illustrator, Adobe Photoshop, Internet Skills

References available upon request

EXHIBIT II

WISDOM ACADEMY FOR YOUNG SCIENTISTS

Judy Higelin
Project Director III
Charter School Office ("CSO")
Los Angeles County Office of Education ("LACOE")
9300 Imperial Highway
Downey, CA 90242-2890

Re: Wisdom Academy for Young Scientists ("WAYS") Request for Material
Revision of Charter to Reflect CMO Contract with Celerity Educational Group

Dear Ms. Higelin:

On behalf of the Wisdom Academy for Young Scientists charter school ("WAYS") board of directors, I hereby submit this request for the Los Angeles County Board of Education to consider a material revision of the WAYS charter petition to reflect the proposed management of the school by Celerity Educational Group ("Celerity"). (Ed. Code, section 47607.) The revised charter is attached. Deletions are shown in ~~strike through~~ and additions in **yellow highlight**, which we understand is the CSO's preferred format.

The only revisions to the charter are to reflect the new, proposed contract between Celerity and WAYS, which you and I have discussed in detail along with Vielka McFarlane, CEO of Celerity. Under the proposed Celerity contract and charter revision, Celerity will be the charter management organization ("CMO") for WAYS and also function as the school's Executive Director. Celerity will take over day-to-day operations of WAYS for the remainder of WAYS' charter term. A copy of the proposed Celerity contract is attached, executed by both WAYS and Celerity. I believe this contract reflects all the provisions you requested when you and I discussed the Celerity contract at our meeting last month.

The WAYS Board voted to approve the proposed contract on October 17, 2014, and the Celerity Board voted to approve the proposed contract on November 2, 2014. Of course, both boards understand that a material revision of the WAYS charter is necessary in order to have Celerity function as our school's CMO. The Celerity contract is expressly conditioned on approval by the Los Angeles County Board of Education of the attached material revision of the WAYS charter. As soon as the Board of Education allows us to do so, we are ready for Celerity to take over day-to-day operations of WAYS. In preparation, the WAYS board of directors has already added two new Celerity-recommended board members to the WAYS Board. To expedite the transition, the WAYS Executive Director has also hired the Principal proposed in the Celerity contract (resume attached to the proposed Celerity contract) to serve as the WAYS charter school's interim Principal while we wait for approval of our material charter revision from the Los Angeles County Board of Education.

Salvation Army Campus
7651 S. CENTRAL AVE.
LOS ANGELES, CA 90001
Phone: 323-537-8194
Facsimile: 323-537-8209

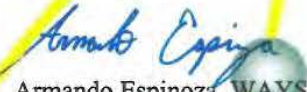
Manchester Campus (Official Mailing Address)
706 E. MANCHESTER AVE.
LOS ANGELES, CA 90001
Phone: 323-752-6655
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Kinder Campus
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LOS ANGELES, CA 90001
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Facsimile: 323-589-6550

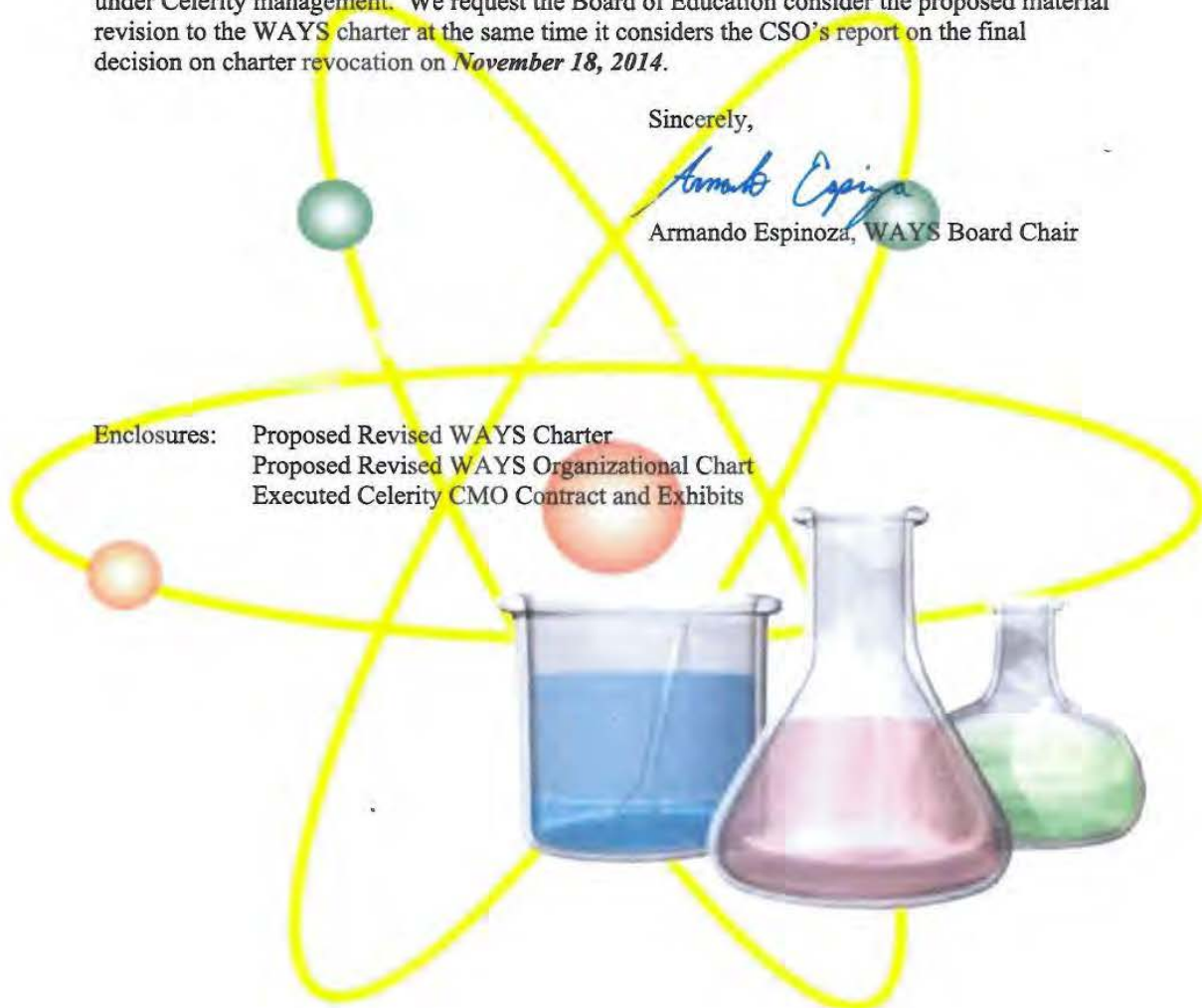
WISDOM ACADEMY FOR YOUNG SCIENTISTS

As you're aware, the proposed Celerity contract is part of the WAYS Board's response to the LACOE Board of Education's Notice of Violation ("NOV") and Notice of Intent to Revoke ("NIR") the WAYS charter. Celerity already operates the successful Celerity Sirius Charter School authorized by LACOE, as well as several schools authorized by LAUSD. We are prepared for change at WAYS, and we hope this contract and charter revision will give the CSO and Los Angeles Board of Education confidence to allow the WAYS charter school to continue under Celerity management. We request the Board of Education consider the proposed material revision to the WAYS charter at the same time it considers the CSO's report on the final decision on charter revocation on *November 18, 2014*.

Sincerely,



Armando Espinoza, WAYS Board Chair



Enclosures: Proposed Revised WAYS Charter
Proposed Revised WAYS Organizational Chart
Executed Celerity CMO Contract and Exhibits

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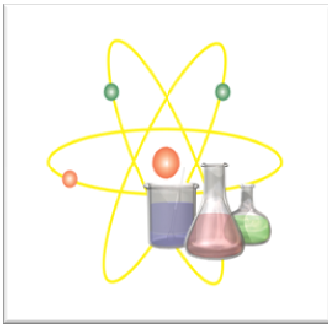
**Wisdom Academy
for
Young Scientists**

Charter Document

**706 E. Manchester Avenue
Los Angeles, CA 90001
Phone: (323) 752 – 6655
Fax: (323) 762 – 6644**

Petition Submitted on Appeal to the Los Angeles County Board of Education, and approved as reflected in LACOE Board Meeting Minutes on June 7, 2011.

Edward Cabil, Lead Petitioner
323-752-6655



This document reflects conditions and changes required by the Memorandum of Understanding between LACOE and WAYS.

Revisions Presented: May 20, 2014

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Introduction & Self Assessment

Introduction

Merle Williamson Foundation doing business as Wisdom Academy for Young Scientists (WAYS) is a public charter school of 520 students. WAYS became a charter school in July of 2006. WAYS is located in its original opening location in the South Los Angeles area of Green Meadows Villa. WAYS serves Kindergarten through grade five students. Now in our fifth year of operation, WAYS has quickly gained a strong reputation as an academically high performing charter successfully serving a population of students traditionally labeled as underperforming. As a charter school, WAYS is authorized by the Los Angeles County Board of Education (the "County") and the California State Board of Education, and receives public per-pupil funding, federal and local grants and in-kind donations to support its operations.

In our diligent task of seeking a renewal of the WAYS charter petition, the WAYS community has engaged an authentic and reflective examination process. We have thoroughly analyzed the strengths and weaknesses of our school community, and in doing so, highlighted our successful academic and fiscal results as well as made recommended adjustments. As a school community we are inspired by our successes and accountable to our challenges. We are committed to the ongoing vitality of WAYS and will highlight ways in which we seek to better serve our students and families. We respectfully submit this petition for charter renewal for the 2011 - 2012 – 2015 - 2016 school years.

We believe that WAYS provides a proven educational program in which all stakeholders – students, parents, teachers, community leaders and the school administration embrace a shared vision for the goal of providing a high quality, transformative learning experience that is steeped in principles of learning for the twenty-first century and is equitable for every child that joins the WAYS family.

A Brief Bio on the Founder of WAYS

Kendra Okonkwo is the founder of Merle Williamson Foundation (MWF) a California non-profit organization, and **formerly served as** Executive Director of Wisdom Academy for Young Scientists. As a part of fulfilling her dream of giving back to her community, Kendra founded WAYS in 2005. Her mission in founding is to provide quality and enriching education for all children in her South Los Angeles community. Kendra obtained her Bachelor's Degree in Human Services with a minor in Early Childhood Education from California State Dominguez Hills and the following year, she obtained her Child Care License and Director's Permit. Kendra opened her first day-care center, Wisdom Preschool and private school in 1988, Wisdom School and Performing Arts Center.

Her awards and recognition include County of Los Angeles Certificate of Commendation, Department of Parks Award of Appreciation, President Clinton's

and Governor Davis' Award for Community Activist and Wisdom Academy Platinum Plaque for her Outstanding Contribution among many. Mrs. Okonkwo is an embodiment of a humanitarian to many and she continues to inspire children of the local community by her overflowing benevolence, words of wisdom and community outreach for South, Los Angeles.

A detailed analysis of the school student achievement data including STAR/CST, API and AYP Data

We believe the viability of WAYS' academic programs can be validated by assessment data that exemplifies WAYS success at educating those students whom the school seeks to educate. Our assessment outcomes indicate that WAYS is making an unprecedented effort in achieving its mission of providing a transformational learning climate by closing the achievement gap for African-American and Latino students. WAYS has consistently exceeded both Los Angeles Unified School District (the "District"), state and neighboring school outcomes on the California Standards Test in the areas of English Language Arts, Math and Science throughout the implementation of the charter. According to the following assessment results, WAYS has met the minimum criteria for renewal set forth by Education Code 47607.

	API	SWR	Met AYP
2009 – 2010	879	*	Yes
2008 – 2009	843	8	Yes
2007 – 2008	774	7	Yes
2006 – 2007	782	5	Yes

Our success at making AYP and achieving an unprecedented API score for our local area is but one indicator of our success. In an effort to convey a detailed composite of the WAYS' success we will employ a benchmarking strategy of our schools performance against similar schools and against public schools in our neighborhood.

API Scores of neighborhood schools (2009 – 2010)

School	API
<i>Wisdom Academy for Young Scientists</i>	879
Watts Learning Center Charter	860
96 th St.	801
93 rd St.	745
South Park Elem.	738

Final Decision to Revoke and Accompanying Exhibits

Graham Elem.	735
Compton Ave.	734
Russell Elem.	729
Grape Elem.	728
McKinley Elem.	717
LAUSD	709
Parmelee Elem.	707
Cornerstone Prep Charter	574

Among the 11 schools in our neighborhood, WAYS ranks 1st in API Scores, an accomplishment we are very inspired by.

School	SWR
Wisdom Academy for Young Scientists	8*
Watts Learning Center	6
96 th St.	3
93 rd St.	3
South Park Elem.	4
Graham Elem.	1
Compton Ave.	1
Russell Elem.	5
Grape Elem.	2
McKinley Elem.	2
Parmelee Elem.	2
Cornerstone Prep. Charter	1

API for African-American and Socio-Economically Disadvantaged Subgroups

WAYS has two significant subgroups that merit a distinct API. A comparison of the progress of these subgroups to our neighborhood schools that share the same significant subgroups highlights our achievements.

	African – American	SED
Wisdom Academy for Young Scientists	881	879
Watts Learning Center Charter	858	855
96 th St.	751	799
93 rd St.	665	745
Compton Ave.	723	734
Grape Elem.	698	726
McKinley Elem.	682	717
Cornerstone Prep. Charter	582	570
LAUSD	662	691

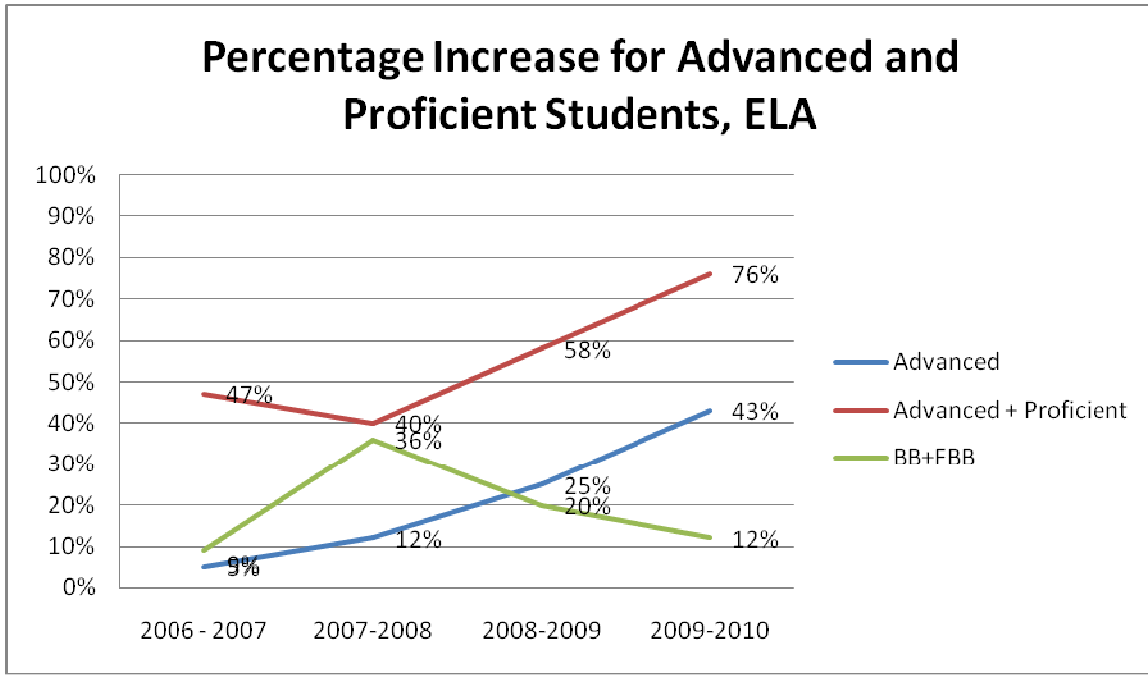
Wisdom Academy for Young Scientists ranks 1st among neighborhood schools for socio-economically disadvantaged students and African American Students.

Combined API analysis

A comparison of our API, Similar Schools Rank, and API for African American and Economically Disadvantaged students reveals that WAYS is meeting our mission of providing a transformational learning climate that empowers our students to succeed. These results also, reveal that WAYS is meeting its mission of providing a high-quality public education program when compared statewide, district wide and locally.

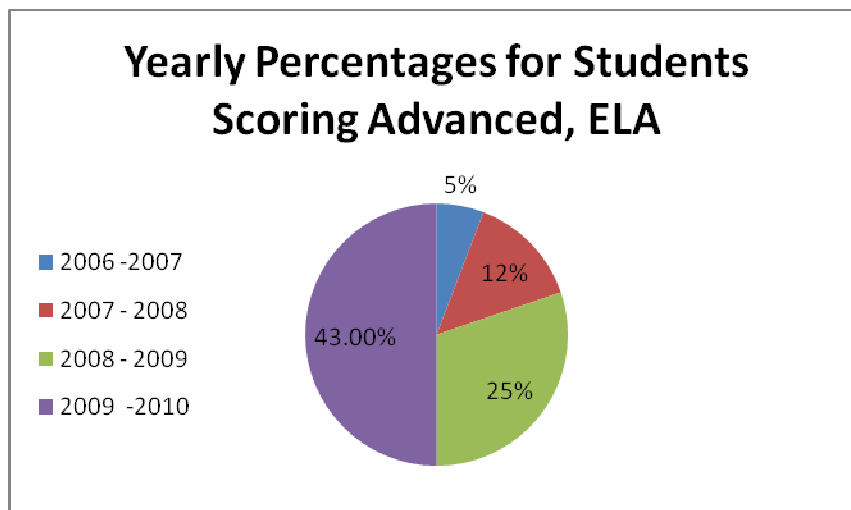
California Standards Test (CST) English Language Arts (ELA) Analysis

During our petition period, we have met our goal of continuously increasing the percentage of students that score advanced or proficient school wide while decreasing the number of students that score below basic and far below basic. WAYS students continue to show growth and exceed AYP goals with continued enrollment in the charter. This growth demonstrates a significant “value –add” for each year a student spends in the charter:



ELA trend analysis

When we compare school years by conducting an analysis of students scoring advanced and proficient, we find that overall the performance of our students in ELA has given us room for growth. When we analyzed the results of our 2008 assessments we designed new approaches to teaching reading comprehension and writing. We believe that reading comprehension and writing must be taught systematically and explicitly. We conducted an assessment of our ELA curriculum materials and at this time adopted supplemental materials to aid in the teaching of comprehension and writing. We also dedicated considerable to time to analyzing student progress in these areas. The results reflect school wide growth in our targeted areas with WAYS students who test advanced on ELA achieving yearly gains, growing from 5% during our initial testing year to 43% in 2009 – 2010.



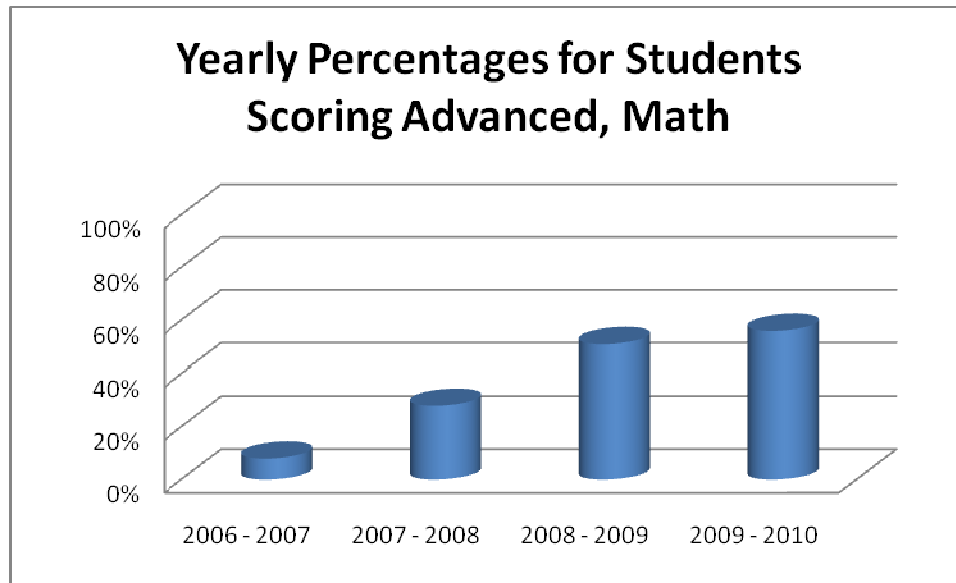
English Language Arts

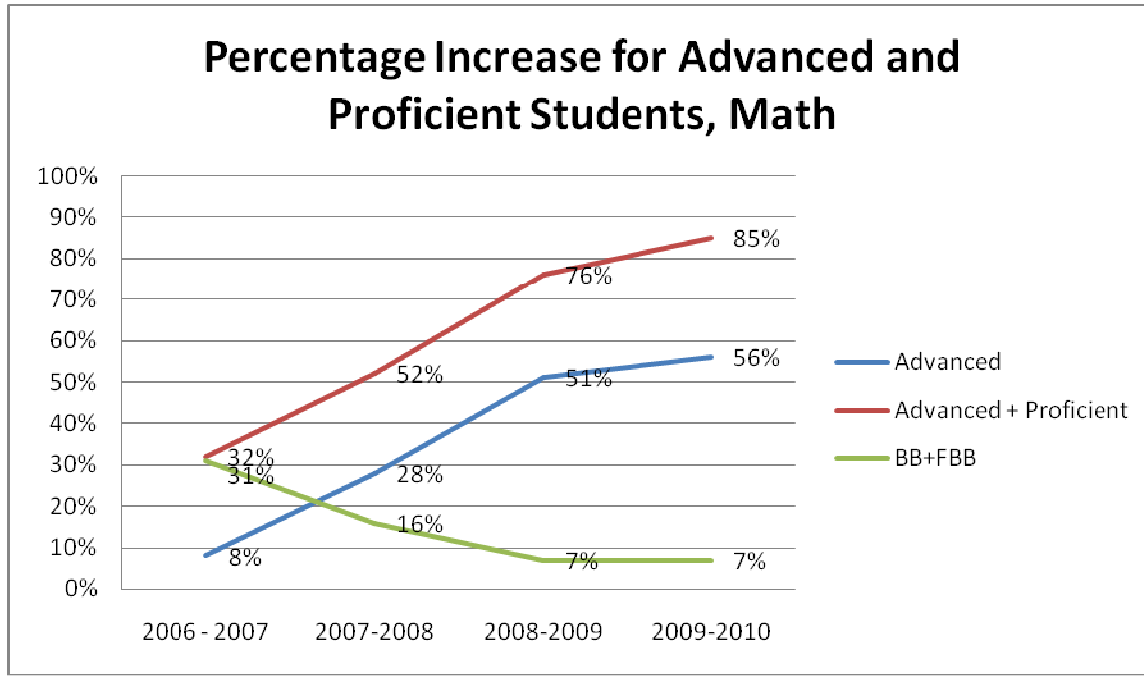
	2006-2007	2007 - 2008	2008-2009	2009 -2010
Advanced	5%	12%	25%	43%
Prof +Adv	47%	40%	58%	76%
BB+FBB	15%	36%	20%	12%

California Standards Test (CST) Math Analysis

During our petition period, we have met our goal of continuously increasing the percentage of students that score advanced or proficient in math school wide.

WAYS students continue to show growth and exceed AYP goals with continued enrollment in the charter. This growth demonstrates a significant “value –add” for each year a student spends in the charter:





Math

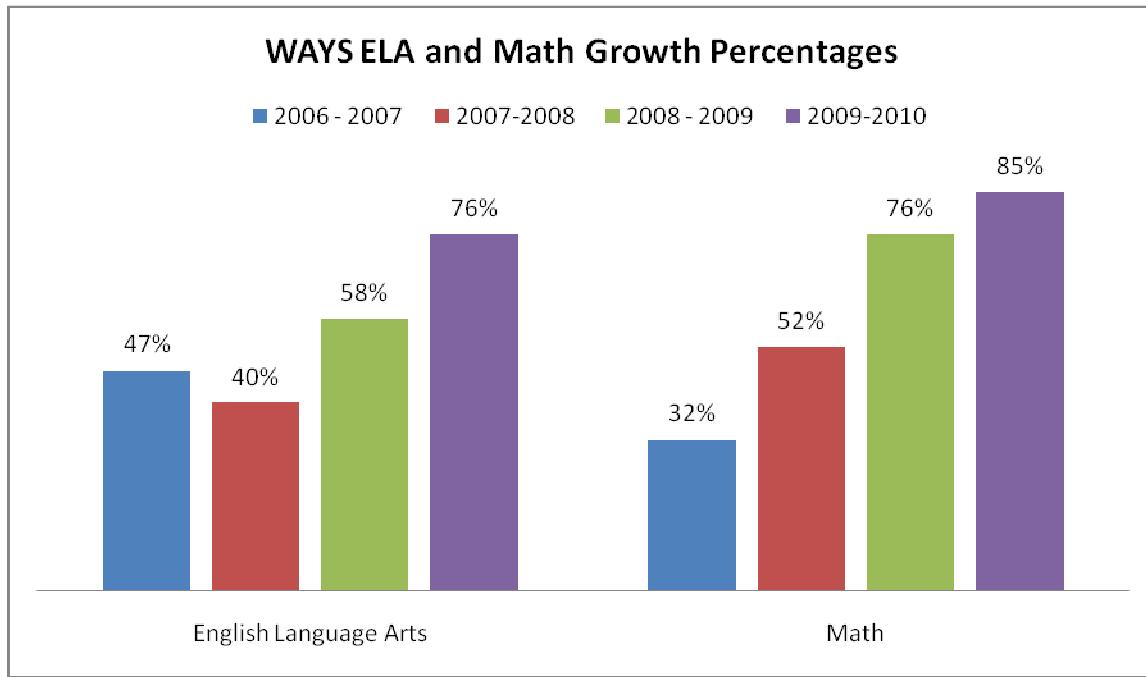
	2006-2007	2007-2008	2008-2009	2009-2010
Advanced	8%	28%	51%	56%
Adv+Prof	32%	52%	76%	85%
BB + FBB	31%	16%	7%	7%

Progress of Subgroups

When we examine the progress of our numerically significant subgroups, it is noted by the table below that each subgroup has met the school wide participation rate of 95% as well as AYP percent proficient targets during each year of testing.

Subgroups	2007 * (24.4)	2008* (35.2)	% Diff.	2009 *(46.0)	% Increase	2010	% Increase
School wide	51.9	35.9	- 16	53.7	17.8%	76%	23%
African American	51.3	35.4	-15.9	51.7	16.3%	81	30%
Socio – Eco. Disadv.	54.8	35.1	19.7	53.1	33.4%	76	23%

WAYS point gains for ELA and Math, Percent Advanced or Proficient



Year	English Language Arts	Math
2006 – 2007	47%	32%
2007 - 2008	40%	52%
2008 – 2009	58%	76%
2009 - 2010	76%	85%
4 – year gains	+32	+53

An explanation of how other periodic, formative assessment data is used informatively to guide instruction for all stakeholders

We believe that periodic assessments drive rigor. We regularly and systematically administer periodic and formative assessments that are given to teachers in advance, to be used as a road map to guide instruction. We use these assessments to track student progress though the year to provide meaningful data that can be used to make a difference in instruction. Beginning with the end in mind, teachers first create rubrics and benchmarks for student progress and use curriculum maps to plan their instruction for the year. An assessment calendar is generated that is aligned with curriculum maps and focuses on the standards that need to be assessed and re-assessed for proficiency. The curriculum maps and periodic assessments act as the guide for sound data-driven instruction.

We have seen an improvement in the effectiveness of teaching due to our use of software tools that allow us to successfully aggregate student data and analyze the results for strengths and weakness in instructional delivery, allowing teachers to change strategies in response to changing needs.

The results of periodic and formative assessments are regularly communicated with students and parents as part of our collaborative culture.

Actual In-Seat Attendance Rate

Year	Actual In-Seat Attendance Rate
2006 – 2007	183.09
2007 – 2008	179.06
2008-2009	180.05
2009-2010	227.74
Projected 2010-2011	265



WAYS fifth grade students at Lake Arrowhead Ranch Science Camp, Lake Arrowhead

A description of best practices that fulfilled our school’s mission as well as challenges from the prior petition period

We attribute our accomplishments to a variety of factors

During the initial petition period, WAYS accomplished the following successes

- *Effective instructional techniques* – By creating an environment that is responsive to each students individual needs and designing lesson plans that differentiate instruction, our teachers are able to closely identify with each Young Scientists.

- *High Expectations for Student Achievement* – When one examines the programs of our school it is apparent that the strength of WAYS is student achievement. We are most encouraged by our student’s performance. ISchool wide indicators of success reveal that we are meeting the goals of the charter as it is evident that our students are learning. We acknowledge that our charter is a contracted agreement with the County with student achievement as the foremost expected outcome. We further acknowledge our student achievement results:
 - We have met any required AYP in every year of operation

- We have been ranked in API decile 8 among statewide demographically comparable schools
 - The academic performance of our students is greater than the academic performance of the majority of the public schools that our pupils would otherwise have been required to attend as well as the academic performance of the schools in LAUSD taking into account the composition of the student population whom we serve
 - 43% of our students are scoring advanced on the CST in English language arts and 76% are scoring advanced or proficient.
 - 56% of our students are scoring advanced on the CST in math and 85% of our students are scoring advanced or proficient in math on the CST.
 - Less than 19% of our students are scoring at below basic or far below basic on the CST in English language arts, math
 - Less than 10% of our students are scoring below basic or far below basic on the CST in science
-
- *Meeting the needs of Exceptional Students* – Another success we have achieved that adds to our strength of diversity is success with our exceptional population of students. Our exceptional students include students with Individual Education Plans with specific goals for Speech and Language Impairments, Development Delay, Specific Learning Disability and Autism.
 - *Flexible scheduling* – Once we have aggregated and analyzed periodic and formative assessment data, adjustments in the daily schedule are sometimes needed that allow for additional time to master learning objectives that lead to standards mastery. Flexible scheduling also allows our students to delve deeper in concepts they are learning through the application of project – based learning.
 - *Extended School Day/Increased Instructional Time* – Since the charter’s inception, WAYS has provided a longer school day as well as a free after school program for families in need of such service. With the awarding of the ASES grant, we have been able to develop a comprehensive, academically enriched after school program that is tailored to meet the needs of our Gifted and Talented students as well as those who need intervention to progress at minimum one level of proficiency each year as measured by the California Standards Test. Students groups specific to the after school program have been created in Data Director, our assessment software program. This program is used to monitor the effectiveness of intervention and enrichment instruction provided during after school hours as well as communicate progress to parents. Physical fitness and enrichment activities such as Mock Trial, Entrepreneur’s Club,

Doctor's Club, Kimya's 21st Century Nook Readers' Club, Princess, Club, Noble Men and Dance occur during the after school program.

- *Integrated Core Curriculum with an Inquiry based approach* – The WAYS curriculum is integrated as a whole and connections are made between content, processes, knowledge and skills. We believe providing real time applications of what students learn increases the relevancy and meaningfulness of learning for our students. When you visit WAYS you will see classes in which all subjects are taught, multiple modalities to learning utilized with critical thinking and inquiry being promoted through the use of Bloom's Taxonomy.
- *Exemplary Science Education* - We believe we are dispelling the achievement myth that exists with underserved students and girls in science. We are making a bold attempt to prepare our students for 21st century career choices that will weigh heavily in the sciences. We are most proud of our accomplishments in science as they relate to our girls with 50% of our participating girls scoring advanced in science on the CST and 78% scoring advanced or proficient in science on the CST.
- *Diversity* -WAYS is proud to support a learning environment that mirrors our community. The Green Meadows Villa area of Los Angeles is located two miles from the historic Watts area of South Los Angeles. The community has a racial mix of African-American and Hispanic -Latino residents. WAYS' student population is proud to represent both sub-groups. Our Hispanic – Latino student population has grown significantly during the petition to closely reflect that of the neighborhood. Similar to WAYS most students in the Similar Schools Rank qualify for Free or Reduced Lunch.

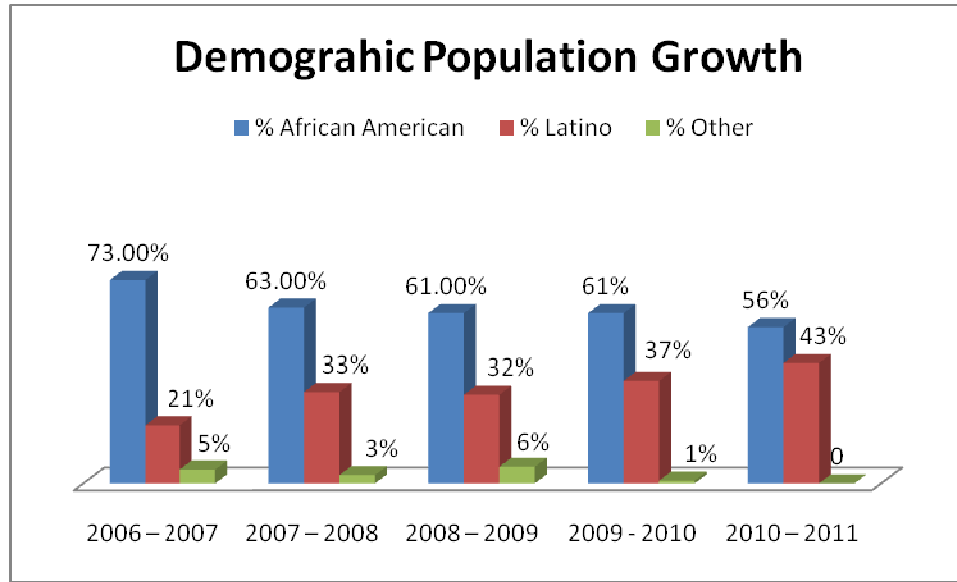


- *Highly qualified leadership, teachers and support staff* – Our faculty has been selected for their innovative yet complimentary talents, team attitude, diversity and commitment to urban students and their families. All of teachers and instructional aides are highly qualified and No Child Left Behind compliant. In addition to completing rigorous teaching training programs, many of our teachers have received Clear credential status

through participation in the Beginning Teacher Support and Assessment Program. Our faculty embraces the mission of the school and is encouraged to act as change agents in the lives of the students we serve.

- *Provided a transformational learning climate by succeeding with underserved students* – A feature that sets us apart from traditional charter schools is our efforts to educate the whole child and continuously find ways to meet the individual needs of all of our students. We are proud of our success with underserved students. We have never expelled or “kicked out” a student from WAYS. We utilize interventions such as Student Success Team, parent education and counseling to address the unique needs of our student population.
- *Growth in Balance of Racial Ethnicity in Student Population*–We conducted a comprehensive outreach program to attract a diverse population of students, however due to our strong academic culture many of our students come to WAYS through the referral of our parents. Community involvement and engagement is an essential component of our success. We make intentional efforts to promote a school climate that systematically promotes communal bonds amongst students as well as encourages community awareness and service. Over the course of the petition period, students have learned to care for and rely on classmates of diverse backgrounds while drawing from the unique attributes of those other personalities and cultures.

School Year	% African American	% Latino	% Other
2006 – 2007	73.24	21.12	5.64
2007 – 2008	63.44	33.33	3.23
2008 – 2009	61.22	32.65	6.13
2009 - 2010	61.41	37	1.59
2010 – 2011	56.7	43.3	0



- Student, Parent and Community Engagement* – We celebrate the success of our students with our parents and enjoy their input during monthly Family Nights. Parents serve on the Parent Advisory Council, which is elected yearly. Through their service we have held several successful fundraisers that have enabled our students to form the Student Travel and Research (STAR) program. Through the efforts of our parents, WAYS students have participated in science excursions to Ensenada, Mexico, Sacramento, Lake Arrowhead Ranch Outdoor Science Camp and the Aquarium of the Pacific, Under the Sea Stars overnight stay.

Challenges of initial petition period

Although accomplished in several dynamics, success has come with challenges that we humbly acknowledge and address

- Leadership Transitions* –During the first year of operation WAYS was initially led by a leadership team consisting of consultants from California State University, Los Angeles. During this initial year of operation an alternative was sought to placing the leadership of the school at the direction of consultants. The WAYS Governing Board decided to hire a Principal as school leader. The first Principal of WAYS was Jan Lyle. Later during the initial year, Alake Watson joined WAYS as Principal. We are grateful for the contributions of the initial leaders of WAYS.

In addition to the principal another leadership transition occurred with the recruitment of Loretta McDonald as Chairman of the WAYS Governing Board. Ms. McDonald has led the WAYS governing board for the past 3 years and has helped to provide sound counsel on fiscal matters as well as strategic leadership for the growth and development of WAYS. Ms. McDonald was chosen to lead the WAYS governing board for her knowledge of charter school operations and her expertise in charter

school finance and governance. She is a former charter school business executive. Ms. McDonald is a graduate of USC's Marshall School of Business and USC's Chief Business Operator Program for Charter Schools.

- *Outsourcing to a food service vendor*– We believe one important aspect of providing a transformational climate for our students involves feeding them a diet that is healthy, sustainable and nutritional in value. For this reason, we have struggled with the concept of outsourcing our meals to a food service vendor. We have made attempts to work with different vendors on menu planning and preparation; however, we feel it is most beneficial to prepare our students meals on-site. The outsourcing of our meal program is a challenge that we would like to remediate during the new petition period.
- *Facility Expansion* – Our student population continues to grow along with the reputation of the quality of our school program and although encouraged by the aspect of growth, we are challenged due to a lack of space in our current facility that will accommodate our entire student body. For this reason WAYS has a satellite site nearby in which two kindergarten classes are held.

We've found a number of solutions to remediating our challenges

- *To address our leadership challenges* and after careful consideration, we made another transition during our first year and hired our second Principal, Alake Watson. Ms. Watson was chosen for her strong commitment to urban education, instructional expertise on implementing standards – based, data – driven instruction and for her ability to lead a dynamic staff as a visionary. We are confident that we have the right person on board as we are experiencing outstanding school wide results under her leadership. Ms. Watson is a graduate of Pepperdine University's Educational Leadership Academy and is a current Doctoral Student in Pepperdine's Organizational Leadership program.
- *To address our challenge of meal program outsourcing* we have constructed a commercial kitchen that has received all necessary clearances for preparation of meals as commercial kitchen. (building and safety requirements)
- *To address our facility expansion needs*, WAYS is strategically planning to partner with local schools for additional space.

A detailed analysis of the extent to which WAYS has achieved its mission intended in the initial charter petition

Achievement of mission

The mission of WAYS is to create a transformational learning climate in which students become empowered to be leaders, self-responsible learners, agents of change, and true scientists. The mission is the centerpiece of the school’s educational plan. The mission consists of three main concepts: Empowering students to be leaders, through high quality education that is anchored in the California State Standards, enabling them to become true scientists who are global citizens as evidenced by their participation in a rigorous content rich science program and expecting them to be leaders who will act as change agents in their local community. We have made measurable strides toward our mission during our past 4 years:

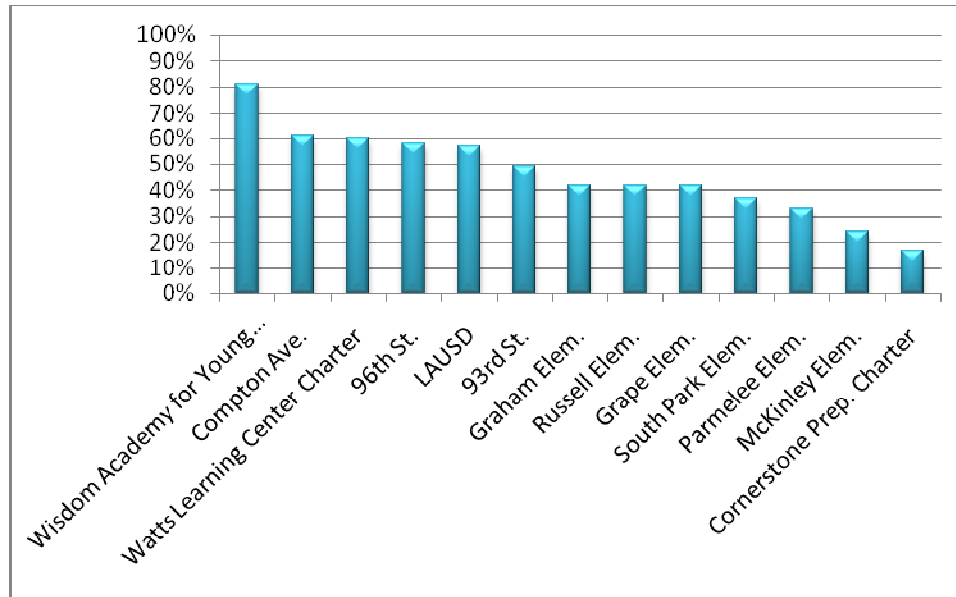
- *Closing the achievement gap for underserved students in science* – We are proud of our accomplishments in science education and more remarkably our success with dispelling the norm of low performance in science amongst girls. Through a rigorous application of the California State Standards for science we have been able to strengthen and expand our FOSS curriculum to include meaningful real-time science education for our students through high quality instruction that is standards – based, thematic and partnered with scientific organizations such as Heal the Bay, The California Science Center, The Aquarium of the Pacific, Arrowhead Lake Science Camp. For effective science instruction, teachers use the 5 E model of instruction in which teachers are to Engage, Explore, Explain, Elaborate, and Evaluate. Students learn from these guided principles through hands on activities, such as games, and projects. WAYS’ students have participated in hands on science through the extensive care of animals, which they were able to “adopt” and care for during non-school hours. Our focus on science is a factor in the strength of our API score. When we benchmark the progress of our students against those in our neighborhood schools we find that our students benefit greatly from an educational program with science as a focus:

Wisdom Academy for Young Scientists	81%
Compton Ave.	61%
Watts Learning Center Charter	60%
96 th St.	58%
LAUSD	57%
93 rd St.	49%
Graham Elem.	42%
Russell Elem.	42%
Grape Elem.	42%

Final Decision to Revoke and Accompanying Exhibits

South Park Elem.	37%
Parmelee Elem.	33%
McKinley Elem.	24%
Cornerstone Prep. Charter	17%

When we examine the results of our neighboring schools on the CST for Science, our results reveal that WAYS leads our neighboring schools in the percentage of students scoring advanced and proficient.



- Implementation of a rigorous California standards based education –* WAYS’ educational program uses inquiry-based approach to create a student-centered learning community, and address students’ individual interests, developmental levels, and learning styles. The curriculum is grounded in the California standards and adheres to the concepts and goals identified in the state frameworks. Instruction emphasizes power standards that focus on depth of instruction instead of quantity of instruction by systematically pacing instructional units. WAYS’ program is structured around a dynamic and integrated curriculum that has been aligned with the California core curriculum of English-Language Arts, Mathematics, Science, and Social Science. The infusion of purposeful technology serves to stimulate students’ enthusiasm and interest in linking students to the global community in the learning process.
- Partnerships with community service organizations that promote student leadership –* Partnerships with organizations such as the American Leukemia Society and Heal the Bay, give our students opportunities to fulfill the WAYS mission of empowering our students to be leaders. Recently our students raised nearly \$700.00 for the American Leukemia

Society's "Pennies for Patients" program. In collaboration with Heal the Bay our students have assisted with Malibu and Santa Monica Beach Cleanups, as well as in Coastal Cleanup Day, the world's largest volunteer event that occurs annually in September. WAYS participates as one of only a few sites that are located in the metropolitan Los Angeles area. WAYS students were recently featured in a one – hour documentary on the significance of Coastal Cleanup Day which aired on September on KTLA.WAYS' partnership with Heal the Bay began through a collaboration with the Watts Gang Task Force in which we've partnered to be active participants in remediating gang activity in the immediate area of WAYS. Each year we host Thanksgiving dinner for families and friends of WAYS and give away gift baskets of food provided through a partnership with Neighborhood Outreach Council. This is a student led event in which turkeys are given away to families in need and the entire school community is invited this celebratory event.

- *Parent Participation* - Our parents act as integral part of WAYS helping us to achieve our mission through partnering with us in their child's education. Parents are encouraged to willingly volunteer 30 hours per year as well as participate in parent education and training classes and monthly Family Nights. We created Family Nights as a means of providing our parents a window of opportunity to grasp the concepts and objectives of their child's learning through their participation in fun, hands-on activities with their children that promote the California state standards.



How WAYS meets the needs of subgroups African American, Socio-Economically Disadvantaged, English Learners and Students with Disabilities

African American

Our African – American students benefit mostly from a positive growth in school climate where high expectations for learning as well as behavior are upheld. As a Professional Learning Community, we monitor the progress of our students through supportive management tools that are tracked through Response to Intervention and Instruction(RTI²). Through home visits we develop we develop

relationships with our students and their families that allow for a team centered approach to helping our students success.

Economically Disadvantaged

The saying, “It takes a village to raise a child” is apparent and observable at WAYS. As a school community, we believe and expect all of our students to become high achievers. We have found success with our African-American students through adopting a whole – child approach to education. We are cognizant of the fact that a child’s education is socially dynamic and therefore must reach beyond the classroom to include families, extended family , teachers, *the student* and all stakeholders involved in the child’s educational success. As a means of collaboration with our families, we conduct home visits, have monthly Family Nights where dinner is served to all attendees. We also partner with social welfare organizations such as Operation School Bell where children in need receive school uniforms and the Neighborhood Outreach Council which provides free food that is available to families in upon request. At WAYS we maintain an open door policy within our school community where the school administrators and teachers are highly accessible.

Implementation of program components of charter

Educational program–We are proud of our accomplishment of achieving the learning outcomes proposed in our initial petition.

Achievement of school wide goals–WAYS is achieving its mission of “growing our own scientists” by providing an educational program that gives our students early exposure to the skills that will be in demand in the twenty-first century. We have accomplished our task of achieving a “systems” approach for the sustainment of the WAYS organization. All aspects of the schools operations are effective in promoting high student achievement. Our students learn in a clean, well-maintained facility amongst caring adults who model positive interactions for our students resulting in a disciplined school environment.

Innovative Program

Several pioneering programs distinguish WAYS as an innovative educational model:

Exemplary Hands – on, Project Based Science Education Program	Cultural Diversity of Staff and Students
Incorporation of STEM initiatives	Elective Block Period - Fun Friday!
Stellar Performing Arts Program incorporating dance and physical fitness	Student Travel and Research Program – fourth grade tours to Sacramento, third grade tours to Catalina Island, fifth grade tours to Lake

	Arrowhead Ranch Outdoor Science Camp
Well Balanced Core Curriculum in which all subjects are taught	After school enrichment and intervention program
Environmental Ambassadors Program	Summer Enrichment Program - Summer Science and Dance Camps
NASA Fellow Teacher Program Participation	Awarded grant funding from the Walton Family Foundation's high Quality Charter Schools Grant, William C. Bannerman Foundation After School Education and Safety (ASES), Community Beautification and Riordan Foundation
Cognitive Behavior Counseling Program	Strong Environmental Partnerships with CA Science Center, Aquarium of the Pacific and Generation Earth
Ongoing Professional Development based on the Principals of the Professional Learning Community (PLC) and Response to Intervention (RTI) model	WASC Initial Candidacy Accreditation

21st century learning in action – what you will see when visiting Wisdom Academy for Young Scientists

- ❖ Students who are happy and love their school
- ❖ A print rich environment –a variety of reading material, non-fiction, fiction, reference, student made
- ❖ Technically rich environment with student learning enhanced by the use of computers, SMART boards, and document and video cameras
- ❖ Thematic classrooms that change periodically (per trimester) and focus on the different genres of science – life, physical and earth
- ❖ Student created graphs, charts and projects with a thematic focus
- ❖ Elective learning with a focus on art, music, crafts, dance, cooking, gardening and service learning
- ❖ A variety of activities going on at the same time
- ❖ Older children helping younger children
- ❖ Children working collaboratively to solve problems
- ❖ A demonstration of group norms of expected behavior
- ❖ A faculty committed to the success of urban students

Curriculum Framework

The California State Content Standards operates as a guiding framework for both curriculum and assessment development at WAYS. WAYS will transition from the CA State Content Standards to the Common Core Standards when deemed appropriate and mandated by the State of CA. Until such time, the CA Standards will be used in the following ways:

- Used to map curriculum into units and lessons
- Used to as a guide when writing behavioral level performance objectives for lessons.
- Incorporated into Adopted Text Program outcomes and assessments
- Used as a guide when developing formative and summative unit level benchmark performance assessment rubrics.
- Aggregated into benchmark performance indicators for tri-yearly summative benchmark performance assessment.

WASC Accreditation

To evaluate the strength of our programs, we sought an outside evaluation. As a result, WAYS is accredited with the Western Association of Schools and Colleges. WAYS received initial candidacy status in May of 2010.

Our administrative team participates as WASC Visiting Committee Members to evaluate schools seeking candidacy. Our participation on these visits provides us with a powerful tool for benchmarking the continual growth and improvement of WAYS.

We developed our Expected School wide Learning Results through participation in the accreditation process. Our ESLR's give us a framework for achieving the school's mission of empowering students to become leaders, change agents and true scientists.

Young Scientists as Global Citizens who will

- Through early exposure to science, learn on a platform that is educationally equitable
- Develop an appreciation and respect for cultural differences
- Develop a personal connection to learners of different cultures
- Communicate effectively their ideas and learning to others
- Contribute to their community through responsible actions that benefit humanity

Young Scientists as Leaders of the 21st Century who will

- Work together to solve complex, real world problems through project based learning
- Think critically and creatively

- Be Technologically literate and competent in reading, mathematics, sciences and performing arts
- Develop independence as lifelong learners and problem solvers

Young Scientists as Researchers who will

- Know how to comprehend, apply, analyze, synthesize and evaluate
- Ask essential questions
- Work collaboratively through teamwork to produce a culture of scientific discovery

Young Scientists as Thriving Learners who will

- Demonstrate confidence in their abilities and develop high self-esteem
- Learn the habits that contribute to a healthy lifestyle
- Will experience wellness through physical fitness and proper nutrition

An analysis of how data analysis and professional development were used to improve instruction

Professional development at WAYS focuses on improving the ability of teachers to ensure academic success for all learners. Although, the majority of our students are scoring on grade-level on formative and summative assessments, during the initial petition period we have found new ways to refine our instructional strategies for providing more individualized instruction that is strategically designed to meet the *academic and social* needs of our students. The Professional Learning Community (PLC) and Response to Intervention² models have provided a framework for implementation of our professional development goals. Additionally, strategic planning occurs that is structured by the design of SMART goals. SMART goals are Specific, Measureable, Attainable, Realistic and Timely. An example of a recent SMART goal analyzed the recent performance data of third grade students in ELA, specifically writing conventions. A SMART goal was developed to increase the percentage of students demonstrating proficiency on both periodic assessments and the CST. Strategies and action steps were developed that addressed scheduling, grouping of students into groups that delineate the level of support needed as intensive, strategic or benchmark. Through collaboration, a key component of the PLC model, grade level teams continue to monitor the performance of students in groups with the expectation of student movement to benchmark groups as well as moving up one proficiency level on the CST, within a designated period of time.

The results of our professional development planning and our expected outcomes are shared with parents at the beginning of the year during Back to School Night and ongoing throughout the year during Family Nights and Parent/Student/Teacher conferences.

How the WAYS' Governing Board has provided leadership for effective implementation of the charter

Our governing board has provided excellent leadership in matters of strategic planning, finance, law, human resources, negotiation and evaluation. Members of the board have received training in and comply with the regulations for open local government meetings set forth in the Ralph M. Brown Act. During the petition period the governing board established a finance committee, which provided incentives for increasing student achievement relative to student attendance. Their effective leadership in this area resulted in an increased average daily attendance rate of 95% for the 2009 – 2010 school year. The governing board has also formed special committees for community outreach, and public relations. The governing board meets monthly on the last Thursday of each school month. The board has fulfilled its purpose of ensuring that WAYS carries out the school mission and vision.

The District has benefited from WAYS' existence

Our charter school is a vital component of our community. Most of our students live in the immediate area and are the recipients of a high quality education. The achievement of our students is a most direct benefit of WAYS to the District. We understand our obligation to our students, their families and the District. We are grateful for the opportunity to make the kind of impact on the lives of the children we serve that will influence them to go to college, to study the sciences if they choose and to live as life - long learners.

WAYS desires to continue to make a positive impact in the lives of the children we serve by providing the kind of educational opportunities that have propelled our school to become the leading school of 3 in our local area that has an API score of 800 or above. We believe that diversity is an indication of the strength of our program and we are proud to represent the ethnic groups of our surrounding neighborhood with 57% percent of our students being African-American and 43% being Hispanic – Latino. Our parent testimonials assure us that they are committed to the further growth of WAYS. WAYS owes a great deal of its success to the leadership parents and will continue to give parents opportunities to contribute to WAYS and the community overall.

While we recognize the growth of our neighboring schools, we believe that WAYS provides a choice for a high-quality, enriched education as evidenced by the scholastic achievement of our students who would have otherwise attended other neighborhood schools.



Affirmations

As the lead petitioner, I Edward Cabil, hereby certify that the information submitted in this petition for the renewal of a California public charter school for a 5 year term, Wisdom Academy for Young Scientists also referred to herein as, "WAYS" and "Charter School", located at 706 E. Manchester Ave., Los Angeles, with satellite sites at 7651 S. Central Ave., Los Angeles, and 8778 S. Central Ave. Los Angeles , is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will:follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to :

- The Charter School shall be nonsectarian in its programs, admission policies, employment practices and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- The Charter School shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- The Charter School shall not require any child to attend the charter school nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3), if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a

copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. [Ref. California Education Code Section 47605(d)(3)]

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of Wisdom Academy for Young Scientists for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- The Charter School will follow federal, state, and local laws and regulations that apply to it.
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)(2)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Public Records Act. Government Code § 6250, et seq.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEA”).

1 Educational Program

The address of the Charter School is located at:

706 E. Manchester Avenue
Los Angeles, California 90001

Satellite Sites at:

7651 S. Central Ave.
Los Angeles, California 90001
8778 S. Central Ave.
Los Angeles, California 90001

The phone number of the Charter School is (323) 752 - 6655

The contact person for the Charter School is ~~Edward Cabil~~ Vielka McFarlane, CEO of Celerity Educational Group, which serves as WAYS' Executive Director.

The term of this charter shall be from July 1, 2011 – July 1, 2016

The number of rooms at the Charter School is 13 with scheduled expansion to 25 by the end of the charter term.

The grade configuration is Kindergarten - Fifth.

The number of students in the first year will be 520.

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

The opening date of the Charter School is September 7, 2011.

The admission requirements include: Students must reside in state of CA.

The operational capacity will be 26 classrooms, 580 students.

The instructional calendar will be: 187 Days, August – May – (See Appendix A)

The bell schedule for the Charter School will be: 8:00 – 2:45, K – 5.

1.1 Attendance Requirements

Wisdom Academy for Young Scientists will adopt a school calendar with at least 180 full-days and provide more instructional minutes than required by the State of California through the use of an extended day schedule. The calendar for the 2012-2013 school year will be the similar the District's 2012-2013 Single Track Instructional School Calendar.

1.2 Statement of Intent

Wisdom Academy for Young Scientists (WAYS) is committed to developing a model comprehensive elementary program that meets the unique needs of the 21st century student. We respectfully submit this charter petition for approval by Los Angeles County Board of Education for the period of five school years, 2011-2012- 2015 – 2016. We intend to prove that a scientifically based curriculum can balance project-based learning with explicit, rigorous standards-based instruction and, in so doing, attain academic excellence.

Mission

The mission of WAYS is to create a transformational learning climate in which students become *“Empowered to be Leaders Change Agents and True Scientists”*.

Vision

The vision of WAYS is to create an educational program that educates the whole child. This includes an intentional engagement of development of the child’s intellect, physical body, emotions, and spirit.

Our charter school intends to establish a program that educates the whole child. Our goals include:

- Support each student in meeting the California State Content Standards.
- Create a climate that supports each student’s love of learning, psychology of success, inquiry and problem solving skills, and social and emotional growth.
- Incorporate a variety of assessment strategies including the regular use of authentic assessments, standardized tests, diagnostic tests, portfolios, and parent surveys. In addition, WAYS will create tailored aggregate benchmark assessments which will be used to measurable student performance related to key learning outcomes in core curriculum areas three times a year in all grades and use the results to make decisions related to instructional approaches necessary for the success of individual students, whole class progress evaluation, and program evaluation.
- Achieve each student’s mastery of language arts and mathematics California content standards as defined in the Measurable Student Outcomes section of this petition.
- Significantly improve student connections among between conceptual understandings, practical applications, skills, procedures, content and appropriate vocabulary pertaining to each (California standards-based).
- Significantly improve student computation skills and mathematical literacy.

- Provide intentional and systematic strategies for the successful progress of our significant subgroups as well as special education students and our primarily English Language Learner population.
- Include each child’s parents in the process of their education.
- Systematically teach and support students in their skills for being healthy, happy, safe, and contributing members of the WAYS community and the community around them.

1.3 School Description

WAYS will be autonomous and responsible for all aspects pertaining to the daily operation and governance of the school, including its on-site administration, site-based instruction and professional development, curriculum and methodology development, and delivery of instruction to an ethnically diverse and economically challenged student population.

WAYS will offer parents a creative and innovative educational alternative. Learning will be experientially based. The classroom atmosphere will encourage students to act independently, cooperatively, responsibly and attentively. Our program will incorporate a student-centered curriculum that is aligned with the state content standards. It will incorporate multi-age grouping of students for instruction, team teaching, experiential activities, plentiful choices for students, and an intentionally supportive and humanistic culture—all within an internally motivating environment that promotes student self-regulation rather than punishments and rewards.

We will offer a single -track traditional calendar (similar to the LAUSD single track calendar in the first year of operation).

1.4 Projected Student Enrollment and Build-Out Plan

Wisdom Academy for Young Scientists’ anticipated enrollment is 520 students in grades K-5 for the first school year. The following is the student population by site and grade level:

Manchester Campus	2011 – 2012	2012-2013	2013 – 2014	2014 – 2015	2015 - 2016
Kindergarten	26	0	0	0	0
First	68	48	48	48	48
Second	22	48	48	48	48
Third	44	48	48	48	48
Fourth	24	30	30	30	30
Fifth	24	30	30	30	30
Total	208	204	204	204	204

Salvation Army Campus	2011 – 2012	2012-2013	2013 – 2014	2014 – 2015	2015 - 2016
Kindergarten	46	48	48	48	48
First	44	48	48	48	48
Second	44	48	48	48	48
Third	44	48	48	48	48
Fourth	44	48	48	48	48
Fifth	44	30	30	30	30
Total	266	270	270	270	270

Kinder Campus	2011 – 2012	2012-2013	2013 – 2014	2014 – 2015	2015 - 2016
Kindergarten	46	48	48	48	48
Total	46	48	48	48	48

Identification of Those Whom the School Is Attempting to Educate

The target students will be children in grades K-5 from around the greater Los Angeles area with a focus on students from the immediate residential area of Green Meadows Villa.

The nearest existing LAUSD school is South Park Elementary. Last year its student population was 82% Hispanic and 18% African-American. 63% of its students were English language learners. 97% of the pupils qualify for free and reduced price meals. WAYS strives to make its student demographic profile to be similar to that of the surrounding community.

The Los Angeles Unified School District (LAUSD) is the largest school district in California and the second largest in the nation, serving nearly 700,000 students in its schools. The district serves a diverse student population, representing dozens of ethnicities and languages, but the majority of LAUSD students identify themselves as Hispanic/Latino. Over a third of the district’s students are English language learners, with the majority of these students speaking Spanish as their native language. Like most large urban districts, LAUSD serves many students from families living below the poverty line, with a significant population qualifying for free and reduced lunch through the National School Lunch Program.

A large percentage of students throughout Los Angeles currently attend underperforming district schools. Nearly one – third of LAUSD schools are part of federal Program Improvement (PI), with dozens of schools in their third, fourth, or fifth year of PI. District-wide performance on the California Standards Test for the 2009 – 2010 school year was below the state average, with 43.4 percent of students district-wide earning a proficient or advanced score on the English-Language Arts portion of the test and 48.0 scoring proficient or advanced in

math. The district's Base API score for 2009-2010 was 709, but the average for Hispanic students were lower at 686. The Average for African American students was lower at 663 compared to 849 for white students.

Among the two-thirds of LAUSD students who do receive a high school diploma, there are clear and persistent differences in college preparation among racial/ethnic groups. Students from minority groups or those raised in poverty consistently demonstrate lower levels of achievement on standardized tests and enroll in fewer college preparatory classes. As a result, poor and minority students are not adequately prepared to continue education at the college level.

We will conduct a comprehensive outreach program to attract a diverse population of students and talented teachers. Community involvement and engagement will be a critical emphasis of the WAYS II strategy. We will make intentional efforts to promote a school climate that systematically promotes communal bonds among students as well as encourages community awareness and service. Over the course of their school years, pupils will learn to care for and rely on classmates of many diverse backgrounds while drawing from the unique attributes of those other personalities and cultures.

1.5 Process for Staff Selection

At Wisdom Academy for Young Scientists, all staff shall be selected by an open, objective and competitive process. WAYS shall screen applicants for basic criteria, namely: credentials, team teaching ability/experience, years of experience, area of academic expertise. A staff selection committee initially made up of administration, board members and parents has been developed for the purpose of recruiting and hiring staff. After the initial teaching staff has been selected, teachers shall also be on the SSC. ~~panel of educational experts, board members and the Executive Director conducted~~ Celerity Educational Group ("CEG"), which may assist in the search for the Principal .

Teacher candidates are asked to do the following:

- Submit a write up on their philosophy on teaching.
- Observe one of our teachers in class, fill out a questionnaire on their observation and participate in a short non-formal discussion with a few SSC members.
- Prepare and present a one -hour lesson to one of our classes (teachers and members of our SSC observe), followed by a short informal interview with SSC members.
- Participate in a formal interview with a majority of the SSC and all Principals.

Wisdom Academy for Young Scientists shall select its own staff. WAYS believes that all persons are entitled to equal employment opportunity. Charter School

shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Wisdom Academy for Young Scientists staff shall consist of persons who are committed to Wisdom Academy for Young Scientists philosophy.

The hiring process has been an ongoing process and has included:

Interviewing and collecting from applicants:

- Resume
- College transcripts
- References
- TB Clearance
- Department of Justice Clearance
- Credentials, licenses, etc.
- Verifying previous employment

1.6 Educated Persons of the 21st Century

The successful 21st century citizen must embody an amalgamation of self awareness, adaptability, ambition, internal motivation, intellectual prowess coupled with a broad knowledge base, advanced oral and written communication skills, advanced analytic reading abilities, creative critical thinking ability, confidence to take intellectual and emotional risks, management and collaboration skills—all under the umbrella of social responsibility, and all noted as attributes that are best established during the elementary school years when identities are developing.

Educated persons of the 21st century will require skills beyond the basic reading, writing, and arithmetic. Educated persons will require complex analytical skills combined with mutual respect, integrity, and responsible citizenship to prepare them for an ethnically and culturally diverse global society. They will have a strong and healthy self-concept and see themselves as autonomous, cooperative, respectful and productive lifetime learners. They will be self-disciplined, intuitive, self-motivated, and pro-social toward others and in their personal choices. They will be able to work and live harmoniously with others and the environment and interact in a manner that is flexible, healthy, purposeful, and creative.

Educated persons of the 21st century will understand that life existence is interconnected and interdependent and will see themselves as integral members of a diverse community. They will have developed a broad knowledge base and acquired skills that will allow them to be constructive, successful, and contributing members of society.

Educated persons of the 21st century will be:

- Intrinsically motivated life-long learners.
- Able to reflect on and evaluate one's own learning.
- Able to solve problems effectively and proactively.
- Able to communicate clearly to effectively transmit facts, ideas, emotions and opinions using oral, written, and visual language.
- Able to read, infer, and interpret a variety of print material, i.e. literature, poetry, newspapers, reference sources, texts, graphs, and applications.
- Able to discern mathematical relationships, reason logically, and use mathematical techniques effectively in practical application.
- Able to understand and apply the major strands of scientific thought, methods, facts, hypotheses, and theories.
- Well versed in the histories of the United States, of the world, and of the original civilizations, and able to use the many lessons contained therein to make responsible decisions as active members of a democracy.
- Appreciative of and exposed to experiences in the arts: music, painting, sculpting, carpentry, craft work, and cooking.
- Highly skilled in the art of collaboration.
- An accountable, responsible member of his/her community.
- Experience participation in a free and democratic society.

1.7 Goals and Objectives

1.7.1 School Wide Goals

WAYS is committed to integrity and quality in all phases of its operation. All members of the WAYS team embrace our commitment to excellence and inquiry. We believe that to be a truly effective center of learning, we must ensure that we are an effective learning organism.

WAYS will take a systems approach to developing a school-wide culture of quality, grounded in the California State Standards and the WASSC (Western

Alliance for the Study of School Climate) eight factors of Quality School Climate. These eight factors are:

1. Appearance and Physical Plant
2. Faculty Relations
3. Student Interactions
4. Leadership/Decision Making
5. Discipline Environment
6. Learning and Assessment Environment
7. Attitude and Culture
8. School-Community Relations

1.7.2 Learning Outcomes

The learning goals at WAYS are based on the development of self-responsible, intrinsically motivated, critical thinking students. Our goals are that students in grades K-5 will become proficient or better in their ability to gather, analyze and use information, communicate precisely, solve problems, work cooperatively, think creatively, initiate action, and participate in a global society all while gaining English proficiency.

WAYS' educational program will use a technology-rich inquiry-based approach to create a student-centered learning community, and address students' individual interests, developmental levels, and learning styles. The curriculum will be grounded in the California standards and adhere to the concepts and goals identified in the state frameworks. Instruction will emphasize power standards that focus on depth of instruction instead of quantity of instruction by systematically pacing instructional units. WAYS' program will be structured around a dynamic and integrated curriculum that has been aligned with the California core curriculum of English-Language Arts, Mathematics, Science, and Social Science. The infusion of purposeful technology will serve to stimulate students' enthusiasm and interest in linking students to the global community in the learning process.

WAYS will strive to use inquiry as the leading but not exclusive pedagogical approach. Inquiry, interpreted in the broadest sense, is the process initiated by the learner or the teacher that moves the learner from his or her current level of understanding to a new and deeper level of understanding. Ultimately our goals for student learning will mean:

- Becoming proficient with a wide variety of techniques for inquiry including scientific method, concept attainment, concept mapping, inductive and deductive reasoning, classification, and the interpretation of data.
- Developing an orientation toward exploring, wondering and questioning, and thinking independently and creatively.
- Drawing connections among content, ideas, and findings and relating them to one's own life context.

- Researching and seeking information.
- Become skilled at making predictions, designing research, and collecting data.
- Becoming confident in their abilities to make and test their own theories and generalizations.
- Working in research teams. Resolving conflict and differences of interpretation. Stretching their skills in different roles within a group dynamic.

Our educational program will have a positive impact on increasing the interest of girls in math and science to help fill the void of women in science and engineering fields. Most notably, WAYS will build on the success of the last petition period in which our students superseded the performance it's neighboring schools according to WAYS' most recent Academic Performance Index scores:

API Scores of neighborhood schools (2009 – 2010)

School	API
Wisdom Academy for Young Scientists	879
Watts Learning Center Charter	860
96 th St.	801
93 rd St.	745
South Park Elem.	738
Graham Elem.	735
Compton Ave.	734
Russell Elem.	729
Grape Elem.	728
McKinley Elem.	717
LAUSD	709
Parmelee Elem.	707
Cornerstone Prep Charter	574

Statewide rank of neighborhood schools 2009 – 2010

A further look at our neighboring schools also reveals that WAYS ranks 1st in Statewide Rankings.

School	SWR
<i>Wisdom Academy for Young Scientists</i>	8
Watts Learning Center	6
96 th St.	3
93 rd St.	3
South Park Elem.	4
Graham Elem.	1
Compton Ave.	1
Russell Elem.	5
Grape Elem.	2
McKinley Elem.	2
Parmelee Elem.	2
Cornerstone Prep. Charter	1

1.8 Goals of the Program

We live in an age of continuous and ever accelerating technological evolution. Demand for qualified specialists in the sciences, engineering, information, and computer technology is growing exponentially, and with it comes an increased need for highly educated specialists. As a result, many high tech companies depend on foreign specialists that they retain on work visas. Our goal is to “Grow Our Own” scientists to help fill the void.

1.9 How Learning Best Occurs and the WAYS Curriculum

At the heart of the WAYS Curriculum will be the **California State Content Standards**. These standards are mapped onto each grade level curriculum and systematically met throughout each unit of instruction. The standards will be used to benchmark each student’s academic progress as well.

At WAYS we believe one-size fits all approach to teaching and learning does not exist, therefore a myriad of instructional strategies are utilized by our talented instructional staff. As in the prior petition period, **Inquiry-based Learning** will be the instructional design of preference at WAYS. Working under the principle that the instructional design for any given content or concept should be determined by that concept or content, the WAYS curriculum development process will develop the most appropriate instructional strategies to meet the necessary standards. In many situations, **Direct Instruction** will be the most appropriate means to teaching particular skills and procedures. Yet WAYS will make a commitment to incorporate inquiry-based designs whenever appropriate. Inquiry-based instructional designs include such strategies as scientific inquiry, concept attainment, mental maps, inductive reasoning, problem-based learning, classification, literature analysis, primary sources data analysis, inductive questioning, and creative and artistic design.

A large portion of the learning at WAYS will be structured using a **Project-Based Learning Approach** (Ronald J. Newell, 2003). This approach provides a means for students to take charge of their own learning by actively planning, researching, and developing an in-depth study of a topic of interest. Students will be responsible for selecting a topic, implementing the project, and taking part in an assessment and reflection process of their product and process efforts. In many cases, students will be responsible for deciding what processes they will use to achieve the project, according to their individual learning styles. It is the role of the teacher to guide the students, set expectations, facilitate questions, create clear learning targets, and offer support for learners who need more direct intervention.

Differentiated Instruction is a key instructional strategy at WAYS. Differentiated instruction is the means by which our teachers will employ intervention strategies for students that are collaboratively grouped across grade levels. Differentiated Instruction is provided for our students as identified as GATE, our Resource students as well as general population. Additionally, teachers will differentiate lessons by:

- Clear expectations and learning goals for individual students
- Differentiation of content and curriculum to provide greater access for all learners
- Developing program specific benchmarks and assessments
- Utilizing multiple modalities for learning – auditory, visual, kinesthetic
- Examining and altering instructional practices

Decisions that are made based on student data are essential to our program's success. **Data – Driven Instruction** is an additional instructional strategy that our teachers use consistently while utilizing our data software program Data Director. A transition of manual to electronic aggregation of data has greatly enabled our teachers to systematically hone in and disaggregate to identify the

standards a student has mastered as well as those that need to be re-taught. Examples of data driven practices include:

- Assessments that are aligned with the California State Content Standards
- Multi – tiered assessments - diagnostic, benchmark, district quarterly and teacher created
- Pre and post tests, re-instruction and re-assessment
- Determining individual student proficiency for specific standards

As WAYS moves into its next petition period, the focus of Data – Driven Instruction will be aimed at providing greater access to our kindergarten and first grade classes to more rigorous assessment practices. We anticipate this data will help us to glean our early elementary practices for effectiveness to off-set students basic and below basic achievement at higher -grade levels.

Curriculum Mapping – Backwards by Design

PLC – Professional learning communities

WAYS will incorporate an **Integrated Curricular Approach** across content areas. The primary thematic vehicle for curriculum integration will be a problem-based science unit. Math, reading, and social studies will be integrated into broad themes related to an authentic scientific problem. Data analysis will require the application of math skills, report writing will incorporate language skills, and research implications will inherently involve social implications. However, any of the core subject areas could be determined as the best unit anchor concept and the others would be integrated where meaningful.

Teaching will be conducted with the intention of promoting each student's **Psychology of Success or Achievement**. As one examines the idea of a success psychology it becomes evident that there are a whole series of ideas that seem to be rooted in this unifying phenomena. The terms, self-esteem, achievement psychology, intrinsic motivation, movement psychology, and success psychology are all characterized by the same fundamental components. A substantial amount of research indicates that all these orientations lead to academic success (Auer, 1992; Benham, 1993; Klein & Keller, 1990; Joseph, 1992; Rennie, 1991; Solley & Stagner, 1956). When we pair the research down to its fundamental components, we see that there are 3 factors that make up ones psychological orientation toward success. They are the following:

- Mastery-orientation vs. helpless-orientation relating to one's self-efficacy.
- Degree of a sense of acceptance and belonging.
- Internal vs. external locus of control.

WAYS will take a **Systemic Approach to Learning Context**. We hold that all aspects of the pedagogical and leadership process are related. Classroom management is a form of instruction. Assessment is inherently instruction.

Instruction is management. Empowering leadership leads to empowered teachers, which leads to empowered students. Deliberate and intentional effort from all members of the team is essential.

WAYS will **Celebrate and Support the Diversity** of our school family. WAYS will reflect diversity in its choice of curriculum content, in its choices of school traditions, and in its incorporation of the Arts to site a few examples. WAYS will continue to build on its success of addressing the needs of its diverse learners as demonstrated by its success with two significant subgroups that merit a distinct API, African American and Economically Disadvantaged:

	African – American	SED
Wisdom Academy for Young Scientists	881	879
Watts Learning Center Charter	858	855
96 th St.	751	799
93 rd St.	665	745
Compton Ave.	723	734
Grape Elem.	698	726
McKinley Elem.	682	717
Cornerstone Prep. Charter	582	570
LAUSD	662	691

WAYS will make a **Commitment to Parental Involvement**. When it comes to parental involvement and its powerful influence, the knowledge base is broad and clear. The most comprehensive survey of the research is a series of publications developed by Anne Henderson and Nancy Berla: *The Evidence Grows* (1981); *The Evidence Continues to Grow*(1987); and *A New Generation of Evidence: The Family is Critical to Student Achievement* (1995). Citing more than 85 studies, these publications document the profound and comprehensive benefits for students, families, and schools when parents and family members become participants in their children’s education and their lives. All references to “parent” in this charter may be interpreted broadly to include the adults who play an important role in a child’s family life, since other adults—grandparents, aunts, uncles, step-parents, foster parents, guardians—may carry the primary responsibilities. As students are guided through a curriculum that helps them make connections between what they are learning and their own prior knowledge and experiences, their interest in the classroom curriculum and learning is dramatically increased.

In addition, classroom teachers will be encouraged to join and will be reimbursed for membership and conference attendance in the following professional organizations:

- The National Council for Teachers of Mathematics (NCTM)
- The National Association for the Education of the Young Child (NAEYC)
- The Association for Supervision and Curriculum Development (ASCD)
- The National Science Teacher Association (NSTA)

1.10 How the objective of enabling pupils to become self-motivated, competent, life-long learners will be met by the school

The school through its employment of inquiry-based learning strategies will meet the objective of enabling pupils to become self-motivated, competent, life-long learners will be met by the school through its employment of inquiry-based learning strategies.

During inquiry-based learning experiences, students explore ideas and phenomena, tackle familiar and unfamiliar problems, then reflect on and analyze their findings with one another.

Teachers closely facilitate this process, encouraging students to inquire and investigate, to analyze, create, develop, describe, and reflect on and finally disseminate understandings. Through these experiences, on a daily basis, students learn to make choices and experience autonomy. They become self-motivated and competent learners. Students come to know that their interests, ideas and abilities are respected and valued. These experiences are carefully integrated with the knowledge, skills, and conceptual understanding identified in the California content standards.



1.12 Rigorous, Standards-Based Curriculum

Wisdom Academy for Young Scientists will offer a rigorous, standard-based curriculum that is composed of core subjects in the areas of English/Language

Arts, Mathematics, Social Science, Science, Visual and Performing Arts, and Physical Education. Common themes will be developed that are parallel and correspond to one another. In addition to academic subjects, an interdisciplinary curriculum of inquiry will be designed around themes that incorporate local and global issues in the content.



1.13 Textbooks and Supplemental Resources

Course	Textbook	Publisher
English-Language Arts, K-5	Open Court Reading	SRA McGraw Hill
Math, K- 5	Saxon Math	Saxon
Science	Foss	Delta Education
Social Studies/ Kinder	Our World Now and Long Ago	Harcourt
Grade 1	School and Family	Houghton Mifflin
Grade 2	Neighborhoods	Houghton Mifflin
Grade 3	Communities	Houghton Mifflin
Grade 4	California Studies	Houghton Mifflin
Grade 5	The United States, Making a New Nation	Houghton Mifflin

1.14 English Language Arts Curriculum

The English Language Arts program at WAYS will be based on the California State Standards and will educate students to be highly capable readers with the ability to apply their comprehension and analytical skills in becoming fully functioning citizens in our democracy. Their high levels of comprehension in all genres of text will build the foundation for academic success as they move into their middle school programs. In alignment with the State Board of Education’s Framework for Reading Instruction, WAYS will provide students with

reading/language arts skills instruction that will result in their ability to gather and critically evaluate information using varied reference sources, as well as understand and analyze fiction and recognize nuances within it. Reading instruction will be an integral portion of the ninety -minute language arts curriculum. Teachers will work together in grade levels to identify state standards on which to focus. All classrooms will provide at least 90 minutes of English Language Arts instruction daily.

Integral to the WAYS Language Arts Curriculum the use of the Open Court Reading Curriculum (OCR), a research-based curriculum grounded in systematic explicit instruction of phonemic awareness, phonics and word knowledge, comprehension skills and strategies, inquiry skills and strategies, and writing and language arts skills and strategies.

Reading fine literature is one of the founding principles of Open Court Reading, and the program literature selections exemplify how different forms of literature can all express a particular theme. Through various genres, children progressively deepen their understanding of the thematic learning units presented in each grade level.

Open Court develops phonemic awareness, the alphabetic principle, and the understanding of how print works. As the program progresses, it explicitly teaches sound-spelling correspondence to support decoding (reading) and encoding (spelling) with the goal being children reading literature independently by the middle of first grade.

Beginning in Kindergarten, Open Court focuses on increasing children's phonemic awareness. Beginning with phonological awareness, children listen for environmental sounds, manipulate words, compare word length, clap syllables, and work with rhymes. Gradually, children begin to work with individual sounds, phonemes, as they learn to blend sounds to make words and segment words into their component phonemes through a clearly defined instructional sequence. At the same time, children are also developing their understanding of the alphabetic principle that sounds can be mapped onto letters as children connect sound and letters and blend them to read words.

Children using Open Court are systematically and explicitly introduced to sounds and spellings. This includes teaching letter shapes, sounds, and spellings with sufficient opportunities for students to practice and apply their phonics knowledge. Adams (1990) notes, however, that teaching sounds and spellings is not enough. Children need specific instruction on how to blend. Blending instruction in Open Court is explicit and has been recognized as instructionally sound and effective.

1.15 Test Scores Gains for Open Court Schools in California

The results in the report "Test Score Gains for Open Court Schools in California: Results From Three Cohorts of Schools" (McRae, 2002) show that Open Court schools out gain Non-Open Court comparison schools by 50 to 75 percent (19 points vs. 12 points for grade 2, 13 points vs. 7 points for grade 3) based on 3-

year gain scores involving about 300 schools. The largest differences involve schools serving concentrations of Low Socio-Economic Status students, where the differences over 3 years are most impressive (23 point gains for Open Court schools compared to 9 point gains for Non-Open Court schools). Based on 1-year gains for more than 700 schools, Open Court schools out gain Non-Open Court comparison schools by a factor of four (5.2 points vs. 1.2 points for grade 2). The results of the study provide clear and convincing evidence that students attending schools using Open Court materials acquire basic reading skills faster than students attending demographically similar schools not using Open Court materials.

1.16 English Learner Programs

English Language Learners

The School provides a comprehensive program for English learners to be successful. The school follows state procedures on classification and reclassification. Students are placed in Structured English Immersion or English Language Mainstream programs according to language proficiency, providing simultaneous instruction at the various proficiency levels. Students at Wisdom receive differentiated instruction to optimize their ability to be successful in English language arts, math and other content classes. SDAIE strategies are implemented in all programs to provide differentiated instruction and comprehensible input. English learners also receive daily English Language Development instruction to progress in their language acquisition. Throughout the year, teachers administer both formative and summative assessments, including CELDT, CST and trimester benchmarks. Students are also assessed with interim assessments for language development. Teachers use data from assessments to inform instruction, meeting in collaborative groups to design lessons that include supportive instruction strategies. This collaborative approach has allowed Wisdom to effectively close the achieve gap for EL students, as evidenced by the CST scores for this population of students.

CELDT Data

For participating students who test in CELDT annually we have seen the following results:

	2006 – 2007	2007- 2008	2008 – 2009	2009-2010
Listening	459	461.47	417.8	528.5
Speaking	460.2	477.2	444.02	459.63
Reading	398	509.68	474.4	419.57
Comprehension	*	*	*	447
Writing	369	463.62	471.95	451.05
Overall	463.16	442.15	436.4	455.89

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At Wisdom, English learners are placed in either a Structured English Immersion (SEI) program or a English Language Mainstream (ELM) program. Students with less than reasonable fluency in English are placed in a SEI program. Students with reasonable fluency in English are placed in a ELM program. Reasonable fluency is defined as scoring a minimum of **early** intermediate on each subsection of the CELDT. Students in both programs will receive English Language Development (ELD) instruction daily as well as instruction in all content areas with differentiation strategies such as SDAIE. Classes with at least one English learner must be assigned a teacher with an EL authorization, such as a CLAD, or a teacher who is actively in training for an EL authorization.

(California Education Code [EC] Section 305) A parent or guardian may request placement in an English Language Mainstream placement by requesting the placement without a waiver. However, Wisdom still has an obligation to ensure that students receive ELD and access to other core content areas from teachers who are qualified to provide such instruction

(Castañeda v. Pickard, 1981).

When a parent or guardian of an EL wishes to have his/her student placed in a program that is an alternative to SEI or ELM, a waiver is required. An alternative program is likely to be some form of bilingual education such as a two-way or dual-immersion program. Parental exception waivers shall be granted unless the school principal and educational staff have determined that an alternative program would not be better suited for the overall educational development of the student. The school has an obligation to create an alternative program if 20 parents or more within a grade request it.

(CCR, Title 5, section 11309 [b][4])(EC310,311).

1.17 ELD Curriculum

At Wisdom, we believe in defining and meeting the needs of all subgroups. During ELD instruction, Our English learner students receive instruction according to the California English Language Development Standards. In addition, Wisdom utilizes the ELD curriculum provided with our English language arts curriculum, Wonders. Wisdom utilizes the supplemental materials combined with a variety of instructional strategies to ensure the success of our EL students. These strategies include:

- Collaboration with parent and in grade level teams using RTI Success
- Modified Lessons for all five proficiency levels
- Differentiated Instruction specific to English Learners in the general education setting

- SDAIE Strategies
- Thinking maps
- Culturally relevant lessons
- SMART Boards and Document Cameras that allow for visual support

The general Wisdom curriculum caters to the four domains of English Language Development, listening, speaking, reading and writing through rich hands –on experiences such as performing arts, cooking, science projects, games and listening center activities.

1.18 MATHEMATICS CURRICULUM

The mathematics program at WAYS will educate students to be powerful mathematicians with the ability to use their deep conceptual understanding of mathematics and their proficiency with basic facts to solve both routine and novel problems. Our math program will be in alignment with the California Mathematics Frameworks and the National Council of the Teachers of Mathematics. WAYS will use a research-based text, a heavy emphasis on the development of conceptual understanding through the use of concrete material exercises, making interdisciplinary connections, and relating math to science and problem-based learning contexts. The WAYS mathematics curriculum will be aligned with the California mathematics content standards and those adapted from the Third International Study of Mathematics and Science (TIMMS).

The proven Saxon Math curriculum will form the discipline specific Math foundation at WAYS. For more than 20 years both classroom results and scientific research have shown Saxon Math to be effective. Saxon’s approach to teaching mathematics is supported by solid foundational research in cognitive science, and it has been found to be consistently effective for children of varying ability levels and socioeconomic backgrounds.

The Saxon Math series was developed by first breaking down complex concepts into related increments, because smaller pieces of information are easier to teach and easier to learn. The instruction, practice, and assessment of those increments were systematically distributed across each grade level. Then the daily lessons were extensively field-tested to ensure their grade-level appropriateness and effectiveness.

At the core of the Saxon series is the premise that students learn best if:

- (1) Instruction is incremental and distributed across the level;
- (2) Practice is continual and distributed across the level; and
- (3) Assessment is cumulative and distributed across the level.

The Saxon approach differs from most programs in that, instead of massing instruction, practice, and assessments, Saxon Math distributes them throughout the lessons and school year. Most math programs use a massed approach,

whereby instruction, practice, and assessment of a skill or concept occur within a short period of time and are usually clustered within a single chapter or unit. In Saxon Math, as students regularly encounter new increments of instruction, they are also continually reviewing and being frequently assessed over previously introduced math concepts. This approach ensures that students truly integrate and retain math concepts rather than forget them.

Research Support for the Saxon Approach

Literature suggests there is value in a teaching method that uses small, easily digestible chunks of information (Brophy & Everston, 1976; Ausubel, 1969). Studies by Rosenshine and Stevens (1986) and Brophy and Everston (1976) demonstrated the importance of using incremental steps when teaching new information. Hirsch (1996) pointed out that the human mind can handle only a small amount of new information at one time: A child's mind needs time to digest the new information, fostering memory and meaning, before the child can move on to a set of new information.

Effective incremental development involves teaching increments several times throughout a school year. This method is called "distributed instruction," or "spaced instruction." Distributed instruction is "the tendency, given an amount of time, for spaced presentations of a unit of information to yield much better learning than massed presentations" (Dempster & Farris, 1990). Foundational research has shown that distributed instruction results in greater student achievement than instruction that is not distributed (English, Wellburn, & Killian, 1934). Research has also provided evidence that student recall is superior under conditions of distributed instruction than under conditions of massed instruction (Glenberg, 1979; Hintzman, 1974). Distributed instruction has been found effective in a variety of subjects, including mathematics, science, and reading comprehension (Dempster, 1988; Hintzman, 1974; Reynolds & Glasser, 1964; English, Wellborn, & Killian, 1934). Dempster and Farris (1990) concluded that distributed instruction "is one of the most remarkable phenomena to emerge from laboratory research on learning. In many cases, two spaced presentations are about twice as effective as two massed presentations, and the difference between them tends to increase as the frequency of repetition increases."

Calvery & Wheeler's 1993 study presents the findings from a yearlong comparison of Saxon Math K-3 and the Holt Math Series at the second and third grade. When both second- and third-grade students were combined, the pretest results indicated that the students using the Saxon program scored significantly below the students using the Holt program. However, after a year of implementing the Saxon program, these students made statistically significantly higher achievement gains on the SAT 8 than the students using the Holt program. Despite starting at a lower achievement level, the Saxon program helped these students close the achievement gap and reach the level of higher performing students.

As a supplement to the Saxon program, WAYS will utilize Harcourt Math. During the second year of the initial petition, WAYS adopted Harcourt Math. Harcourt Math was chosen for its strong alignment to the California Content Standards as evidenced by publications of California editions and research based best practices as defined by research. These best practices include

- Practice
- Explicit instruction
- Questioning strategies
- Use of visuals

According Geary (1994), *Practice* is important for reinforcing students' knowledge and for preparing students to move on to new topics and new types of problems. Review helps students retain knowledge and improve performance. Additionally in Harcourt Math, *Explicit Instruction* is facilitated by clear development in every lesson. In the Teacher's Edition for all grade levels, explicit instruction is developed through Guided Instruction, which includes questions, that help students connect the lesson topic to previously learned material, facilitate conceptual understanding and efficient skill development, and help students avoid common errors. Regarding *Questioning Strategies*, in Harcourt Math in a given lesson four or five good, open- ended questions challenge students to analyze, apply, react to, or reflect on content. Providing students time to answer results in more comprehensive, higher-quality answers (Rowe 1974). In Harcourt Math the *Use of Visuals* accompany questions and teaching suggestions are included throughout the program. Visuals are used to help teachers provide critical scaffolds to understanding and therefore, memory.

1.19 Science Curriculum

Wisdom will utilize the Full Option Science System (FOSS) developed at the Lawrence Hall of Science, University of California at Berkeley. The FOSS developers are dedicated to the proposition that students learn science best by doing science. Teachers and students do science together when they open the FOSS kits, engaging in enduring experiences that lead to deeper understanding of the natural world.

FOSS is a complete and effective K–8 science curriculum. FOSS includes student books, field-tested materials and investigations, a friendly teacher guide, assessment tools, a web site for students, parents and teachers, and much more. FOSS also provides teacher support, including professional development and materials management.

With the FOSS program, teachers and students “do” science together. The science curriculum is taught as an active enterprise that emphasizes students' abilities and capacities. The FOSS kits are hands-on, engaging, and lead to a deeper understanding of the natural world.

The FOSS program is adapted for Spanish speaking English Learners. It includes interdisciplinary activities for math and language arts as well as activities conducted at home to enhance parent participation.

FOSS will be used in conjunction with teacher made science projects that will cover the California content standards for science.

In her study “Project Inquiry: Effects of Professional Development on Science Achievement” (May 2003), Carol Temple of the Charleston and Berkeley County schools presents data from a comprehensive evaluation of FOSS. The evaluation design included both Charleston and Berkeley County schools and assessed the relationships between FOSS inquiry-oriented instructional components and science achievement on two different assessments.

Results from the evaluation provide evidence that teachers who were trained by staff to implement standards-based, inquiry-oriented instructional strategies and who use the FOSS science materials purchased by Project Inquiry had students who performed significantly higher on both science assessments. In addition, students whose teachers asked questions requiring application, analysis, synthesis and evaluation performed better on the performance and constructed/open-ended response assessment tasks than students of teachers who asked knowledge and comprehension questions alone.

The basic principles of the science program will advance scientific knowledge by requiring all students to observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into the established order. Thus the major focus in science will be what we know (content) and how we come to know it (process).

Developmentally appropriate science exploration will be designed for each grade level that are mapped by California Standards and divided into units. In each unit, scientific concepts will be introduced that create and foster cooperative learning groups, projects to result in a deep understanding of natural things. For example, the second grade curriculum will emphasize “How Things Around Us Are Connected and Interrelated” by studying interactions, energy, light and sound; the invisible force, inside and outside the earth. In third grade the larger concept will be build around “How Things Around Us Vary and How We Can Affect Change”—simple experiments; electrical energy; time change; astronomy; classification of organisms; animal studies.

The thinking processes at the kindergarten level will be comparing, communicating, and observing; grades 1-2, beginning organizing, comparing, communicating observing; grades 3-4 – advanced organizing, comparing, communicating observing; grade 5 – relating, organizing, comparing, communicating and observing.

1.20 Social Studies Curriculum

The Wisdom Academy for Young Scientists will maintain our objective of producing citizens who internalize social responsibility. Our students will study diverse peoples, both modern and historical, to highlight the similarities of human

needs and goals shared among peoples. Inherent in this lesson is the development of understanding and validation of diverse cultures. A key element of such study is becoming aware of the experiences and perspectives of differing cultures. This requires an in-depth focus in lieu of a superficial, shallow awareness of many different peoples. In our shared commitment to the Ten Common Principles set out by the Coalition of Essential Schools, we simultaneously adhere to Mastery of California State standards to insure that students learn to use their minds well while we engage students in these interdisciplinary “living” studies. We will use the Houghton-Mifflin series of social studies textbooks that are compatible with the California State Social Studies Standards.

1.21 Physical Education

The physical education program will provide a balance between physical fitness, social development and body awareness. The program will be based on the California State Standards . Fitness gram will be utilized and serve as a guide to set benchmarks for the program. There will be units on dance, gymnastics, basic body conditioning, body health and nutrition. Games will be used to promote participation and cooperation skills. The students at the Wisdom Academy for Young Scientists will learn the importance of maintaining a healthy mind and body. The philosophy is that “Everyone Can” and all students possess the capacity to take care of and feel good about their bodies, and to have positive relationships with others.

The primary goals of the Physical Education program are:

- Movement Skills and Body Awareness.
- Self-Image and Personal Development.
- Social and Cooperation Skill Development.

1.22 Visual and Performing Arts

The California State Standards for visual and performing arts will form a bridge for the students at WAYS to achieve excellence. The arts program will support and extend the learning experiences for students in basic literacy and advance skills in Language Arts, Math, Science, and History-Social Science. The arts program will engage students in meaningful activities and lesson sessions involving analytical and creative thinking and help them practice discipline and team work to deliver student produced products. Wisdom Academy for Young Scientists recognizes the “arts” program as an essential learning dimension to excellent teaching and learning. The arts program will celebrate cultural diversity in dance, painting, music forms and theory from a global perspective.

Wisdom Academy for Young Scientists will offer a visual and performing arts program that is aligned with the national and CA state learning standards. These standards recommend that students should:

- Be able to communicate in four arts disciplines – music, visual arts, dance and theatre.
- Be able to communicate proficiently in at least one art form.
- Be able to present basic analyses of works of art.
- Have an informed acquaintance with exemplary works of art from a variety of world cultures and historical periods.
- Be able to relate various types of arts knowledge and skills across the arts disciplines.

1.23 SPECIFIC GOALS FOR PROVIDING AND ENSURING EQUAL ACCESS TO ACADEMICALLY LOW ACHIEVING STUDENTS

WAYS will provide and ensure equal access for all learners, including gifted, special education students, English Language Learners and at-risk students, by:

- Creating an environment responsive to the different learners.
- Differentiating the curriculum to meet each learner's needs.
- Extended School Day/Increased Instructional Time.

Additionally, at WAYS a culture of high expectations is present for all learners. The WAYS Professional Learning Community (PLC) provides a means for improving the instructional outcomes for all students and achieving the ultimate goal of PLC work is to ensure that all students learn. Therefore, the PLC at WAYS is also, accountable to the specific needs and success of our significant subgroups.

Through PLC work, grade level teams meet to identify students who are not yet proficient on benchmark and summative assessment results. The specific strategies for PLC work involve a committee of educators work together to identify current research and practice that addresses the needs of below proficient students in similar demographic subgroups (in the past it has been a commonplace finding of this committee to determine a need for extended learning time). The committee further researches best practices that are currently being implemented in similar school settings, reviews current research and works as a team to fit the most promising practices into our reality. The student Intervention process begins early in the school year with this review. Concurrently, we analyze a variety of data, including: CST results; California English Language Development Test (CELDT) scores, classroom performance and student work. Through this initial analysis, students who appear to be non proficient or underachieving are identified. Teachers then follow up on each individual student by reviewing cumulative records, previous interventions, assessments, report cards and other data. By the beginning of September we

meet in grade level teams, highlight individual student concerns and brainstorm possible accommodations and future actions, including intervention.

Once students are identified for intervention, small groups are formed for differentiated instructional time during class and after school. Parents are informed about the options. If added supports are needed a Student Success Team meeting is held.

To further address the needs of all learners WAYS utilizes the Response to Intervention model. This model was implemented as a tool for guiding data – driven decision making that is specific to personalized to highlight the individual needs of our students.

Additionally, Universal Design for Learning (UDL) is utilized and is a part of the RTI approach in which tools are provided in the general education classroom to create an environment in which students with a variety of learning styles and needs have easier access to the curriculum. Some of these tools include: document projectors so that all students have large, clear visual input of textbooks and worksheets, and SMART Boards for optimum interactive learning opportunities for all students. Furthermore, our Response to Intervention Program has been developed overtime and has molded in response to the individual unique needs of our students. A description of the specific strategies used is outlined below:

Tier I

Initial interventions are all in the classroom and are provided by the classroom teacher. In every classroom, there is systematic small group instruction that focuses on equal access to the curriculum. Based on common assessments, teachers review and/or re-teach all high stakes concepts as needed. They also provide adequate guided practice time to ensure mastery of the concept. Scaffolding strategies are consistently used to support struggling students. These include cooperative learning, small groupings, and S.D.A.I.E. strategies. Classroom interventions are further supported at some grade levels by instructional assistants working under the direction of the classroom teacher. This is a well coordinated effort that immediately supports or extends all learning.

There is additional phonics review (first and second grade only) for struggling students. Students are recommended based on diagnostic assessments such as BPST and/or DIBELS scores.

The DIBELS program is used by **kindergarten and first grade** teachers to identify students needing extra help as early as possible. It provides a consistent looking glass for the identification of at risk students at the earliest possible point in the system. DIBELS data will guide the summer instructional academy for kindergarten and first grade.

Tier II

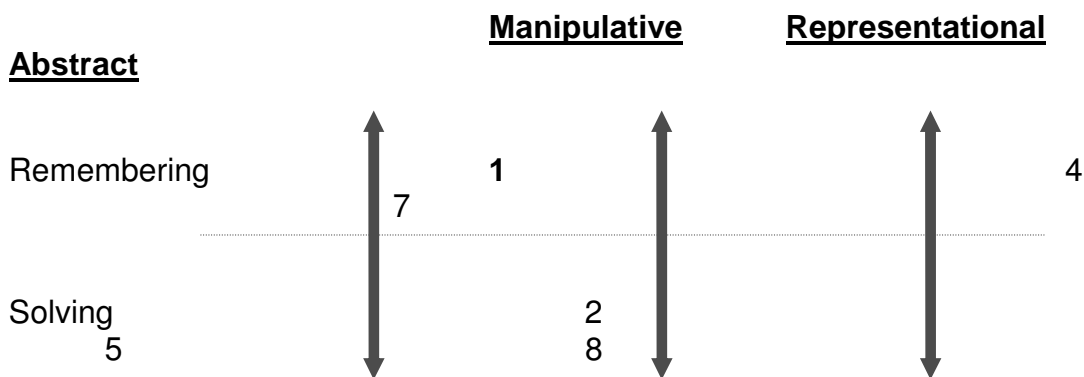
The second level of intervention contains additional support outside the classroom. Our Extended Learning Programs strategically address the needs of struggling students that need more than differentiated instruction.

The report by Julie Aronson, Joy Zimmerman and Lisa Carlos, sponsored by the US Department of Education, "Improving Student Achievement by Extending School: Is It Just a Matter of Time." Is the basis for the design of our Extended Learning Program. Additionally, Mike Schmoker's work, "Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning" will be referenced to help formulate specific planning for extended time. The research referenced indicates that academically at-risk students benefit from **extended** instruction, with additional time identified as a more effective practice than pull-out programs. Throughout the implementation of the extended day program, evaluative measures will be taken to ensure relevancy with educational theory and practice.

To ensure a continuum of services for students not yet proficient, the Extended Learning Program will be implemented throughout the five year petition period if needed. The program will be monitored by the school principal. Multiple measures will be used to identify students that would benefit from additional instruction. At the beginning of each year all students K - 5 grade who score below 325 /Basic in reading/language arts or mathematics, or below advanced on the CELDT will be initially enrolled in an Extended Learning class. At each quarter, benchmark assessments will be examined and additional students who are scoring below proficient will be added to the program.

Inquiry Based Learning

Built in to all inquiry-based learning activities will be a cognitive map to success used by the teacher for each student. The model below depicts this Cognitive Developmental Sequence. All instruction will include a solid grounding in concrete investigation (point #3), and sufficient processing at the representational level (point #6) before assuming students can work confidently with any concepts, theories, principles, or abstractions. As teachers and students each become comfortable working through this sequence, they both gain confidence that there are no students that will be left behind.



Investigating	3	6
	9	

Learning targets within the pedagogical task will be clarified so that the teacher can a) intervene in the learning process for those learners that need support and b) provide enrichment and extension activities for those students that have demonstrated mastery of the concept.

Learners of all abilities will be offered curriculum topics that are relevant to their lives and encouraged to make ideas personally meaningful.

A continuous process of pedagogical reflection will be undertaken to find solutions to helping struggling students meet the most challenging standards.

Each learner's knowledge, understanding, and interest will be assessed formally and informally throughout each unit of instruction. Individual learner needs will be assessed using a variety of measures such as school designed tests and performance assignments, state-mandated standardized tests, Open Court Assessments, Saxon Math Assessments, The Paragon Learning Style Inventory, teacher assignments, portfolios, etc. Students identified as Gifted and Talented will be provided more and advanced academic challenges, opportunities to peer tutor, and individualized home-based projects.

The extended school day at WAYS provides an opportunity to meet the aforementioned needs through increased instructional time. Since the charter's inception, WAYS has provided a longer school day as well as a free after school program for families in need of such service. With the awarding of the ASES grant, we have been able to develop a comprehensive, academically enriched after school program that is tailored to meet the needs of our Gifted and Talented students as well as those who need intervention to progress at minimum one level of proficiency each year as measured by the California Standards Test. Students groups specific to the after school program have been created in Data Director, our assessment software program. This program is used to create formative assessments that allow us to monitor the effectiveness of intervention and enrichment instruction provided during after school hours as well as communicate progress to parents. Physical fitness and enrichment activities such as STEM, Girl Scouts, Drill Team, Drama, Dance and Art occur during the after school program.

1.24 English Learners

Wisdom Academy for Young Scientists will meet all requirements of State and Federal laws relative to program components and student achievement expectations for English Learners. Students will be identified, provided supporting instructional programs and reclassified in accordance to the Federal Program Monitoring (FPM) regulations. Students will be identified as less than

reasonably fluent in English or reasonably fluent in English and placed in Structured English.. Immersion or English Language Mainstream programs correspondingly. Both of these programs are simultaneous instruction programs, meaning that both programs provide ELD and content instruction. Students will receive differentiated instruction based on their needs and English language proficiency. (California Education Code [EC] Section 305)

All English Learners will participate in the core California standards-based curriculum appropriate for their grade level as fully as their English language fluency will allow. To accelerate learning English and the mastery of the standards-based curriculum, teachers will provide special assistance during regular instruction and , if needed, tutorial assistance will be provided outside of core class time.

Although classes will be diverse, with English learners and English-only students in the same classes, English Learners will receive the support of the SEI program or the ELM program in which they are placed. Teachers will to provide ELD and comprehensible input . To support the curriculum. ELD will be provided daily for 45 minutes It will emphasize the four domains: listening, speaking, reading and writing. ELD will be based on the Common Core ELD Standards.

The School will continually explore innovative ways and implement successful practices by which English learners can achieve their fullest potential.

Comprehensible input for curriculum will be presented to English learners utilizing Specially Designed Academic Instruction in English (SDAIE) techniques. This will include instruction utilizing sheltered English, cooperative learning groups and small group instruction. Sheltered English includes strategies that make language comprehensible. This requires an awareness of the student's prior knowledge and experiences, consistently building on background knowledge, using visuals, focusing on 1-2 major concepts and drawing out the main points. Cooperative grouping of students will encourage a peer coaching atmosphere and a high level of motivation to communicate and, thereby, exercise oral language skills. Small group instruction will allow opportunity for individualizing the instruction to the needs of those particular students who have additional needs.

Wisdom's hands-on curriculum will enrich all curricular areas by emphasizing four critical elements: content, connections, comprehensibility and interaction. Instruction will be organized to assure a high frequency of interaction between students and other students, their teachers and the curriculum activities. English language methodologies, in close alignment with constructivist practices of our program, will stress the use of students' background knowledge, visual perceptual skills and modeling. Teachers incorporate modified presentations by using pictures, songs, props, gestures, dramatization, and relevant displays. Appropriate pacing and integration of reading, writing, speaking and listening will be applied.

1 Structured English Immersion Program□This program is designed to provide instruction overwhelmingly in English with primary language support in order to

acquire the academic English Fluency they need to meet grade level content standards.

In accordance with Title III of the No Child Left Behind Act of 2001, states must establish performance targets, or annual measurable achievement objectives (AMAOs), to

Which districts are held accountable. The AMAOs to which our English Learners are held accountable are:

- . AMAO 1: Make annual progress toward achieving English proficiency, as measured by the CELDT
- . AMAO 2: Achieve and maintain English proficiency, as measured by CELDT
- . AMAO 3: Demonstrate adequate yearly progress in English Language Arts (ELA) and □ Mathematics as measured by the California Standards Test (CST scores), or the California Modified Assessment (CMA)

Wisdom recognizes that the development of □ formal or academic English is a key instructional goal for English learners, beginning in the primary grades. Wisdom will provide curricula and supplemental curricula to accompany core reading and mathematics series to support this. This will be accompanied with relevant training and professional development provided by outside sources and by the English Learner coordinator.

Wisdom will ensure that are teachers of English learners devote approximately 60 minutes a week to instructional activities in which pairs of students at different ability levels or different English language proficiencies work together on academic tasks in a structured fashion. These activities practice and extend material already taught.

A 45-minute block is devoted to ELD instruction, while proficient and English-only students have opportunities to work in small flexible grouping on activities such as re-teach or pre-teach activities, partner reading, writing projects that are in different phases of the writing process, sustained silent reading, Daily Oral Language, math, projects and journal writing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- . Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT. Students may take an alternative test as well as refine specified by the IEP if the board approves an alternative test.
- . Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

- . Parental opinioand consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process. □
- . Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

The English Language Development program is a process through which the students achieve advanced fluency in all areas of language: listening, speaking, writing, and reading. Instruction is differentiated to address specific needs. Students are actively involved in questioning, collecting data, reflecting on the information, using the information, and assessing their work. In addition, the culture and home language of our students are valued, respected, and incorporated into the learning process. Students are aided in comprehensible input through SDAIE strategies, and develop academic English through systematic and comprehensive English Language Development instruction.

Identification

Potential new EL students are first identified according to the Home Language Survey. Students whose Home Language Survey indicate a language other than English are tested using the California English Language Development Test upon enrollment. Their scores on the CELDT determine their individual proficiency level for purposes of planning their instruction.

Parent Involvement and Notification

Once an English learner student is identified, a conference is scheduled with the parent to outline the instructional program, the teachers' role in implementing the instructional program, the school's role in supporting the instructional program, and the parent's role in supporting the student to succeed.

Instructional Materials

Wisdom uses the following instructional materials and instructional resources to support English learner students: classroom instruction is aligned to ELD instructional framework and standards, English Language Arts textbooks and materials are state-adopted and contain a built-in ELD component, supplemental ELD material. Each classroom contains a culturally relevant classroom library, classroom instruction incorporates the use of hands-on activities using objects and artifacts related to real life, and manipulatives, and technology is used as a

tool for language acquisition.

Special Education Considerations for English Learners

Wisdom Academy for Young Scientists maintains careful consideration for English learners referred to special education and English learners with a disability, as documented on IEPs and 504 plans. The school has created a framework for strengthening ELL academic support; improving the methods by which educators gather information; and building a collaborative team to manage this process.

When English learners have testing accommodations, then these testing accommodations transfer to the testing of their English development. Assessment accommodations are changes in testing materials or procedures that enable students to participate in assessments in a way that assesses abilities rather than disabilities. Without accommodations, the assessment may not accurately measure the student's knowledge and skills. Each English learner with disabilities is assessed for English language development using accommodations, modifications, or alternate assessments for the CELDT if specified in the pupil's IEP or 504 Plan (5CCR 11516.)

Wisdom Academy for Young Scientists maintains additional considerations for English learners referred to special education evaluation. The school strives to ensure that English learners are not overrepresented or underrepresented in special education and that their referral to special education is not based on English proficiency (Diana vs. State Board of Education (1970)). The school follows all regulations set by IDEA in the assessments of English learners. Assessments and other evaluation materials used to assess English learners are selected and administered so as not to be discriminatory on a racial or cultural basis. Assessments are also provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer. (20 U.S.C. 1414(b)(1)-(3), 1412(a)(6)(B))

Because Wisdom for Young Scientists understands that English learners have special consideration, the SST and IEP team will include staff member designated as the English learner advocate. This staff member will, at minimum, hold an EL authorization, such as a CLAD. This EL advocate will, as part of a multidisciplinary team, consider the language needs of ELs when developing, reviewing or revising IEPs. The EL advocate will be responsible for observing the student and ensuring that appropriate interventions are created and monitored. Assessment results must be considered by individuals knowledgeable about the child, assessment, and placement alternatives. (IDEA 1997)

Parents must understand the proceedings of IEP meetings and parents have the right to an interpreter at all SST and IEP meetings. (IDEA 1997)

1.17.1 English Learner Identification and Annual Assessments

All initially enrolling students at Wisdom will complete a Home Language Survey. If a language other than English is indicated on the survey, the California English Language Development Test (CELDT) will be administered within 30 calendar days to determine English proficiency. Results of the initial assessment will determine whether a student is classified as an English learner or as Initially Fluent English Proficient (IFEP). The results of the CELDT will be shared with parents and program options will be discussed. Initially, EL students will be placed according to CELDT results in either a SEI or ELM program. Annually, all EL students will continue to take the CELDT within the annual testing window or any approved alternative assessment per their IEP. Results will be shared with parents annually CELDT results will determine annual placement and placement will be shared with parents.

(20 U.S.C. §§ 6312, 7012)

Wisdom has created a reclassification process in order to transition students from EL status to Reclassification Fluent English Proficient (RFEP). Reclassification criteria has been approved based on state board of education criteria. This criteria includes both CELDT and CST results, or alternative assessment if specified by a student's IEP. Students need to score early advanced or higher overall and intermediate or higher on all subdomains and achieve a minimum score of 325 on the CST. Parents and teachers are also asked to participate in the reclassification process.

(CELDT) (EC § 313(d)(1); 5 CCR § 11303(a); (EC § 313(d)(4); 5 CCR § 11303(d)); (EC § 313(d)(2); 5 CCR § 11303(b)); (EC § 313(d)(3); 5 CCR § 11303(c).)

In addition to year-end summative assessment, Wisdom Academy for Young Scientists assesses all EL students systematically throughout the year using trimester benchmarks. Ongoing assessments include curriculum-based unit assessments and language development assessments EL portfolios will be maintained for each EL student and incorporate ELA standards acquisition, written observations and work samples.

For purposes of NCLB Title III accountability, English Learners will meet the federal and state AMAO targets—specifically ensuring that students enrolled in the school make at least one level of growth on the CELDT annually, and the school will ensure that at least 50% of EL students enrolled for four years will be at the Basic level or above on the STAR tests and that all students enrolled for five years will be at the Basic Level or above on STAR tests.

Monitoring of Students Progress, Program Implementation and Annual Evaluation

Student achievement will be monitored and summarized in ELD, ELA and math along with the curricular goals of the school. The language acquisition rate of students will be monitored through ongoing classroom assessments, focused assessments and benchmark assessments—in addition to the CELDT and STAR programs.

Implementation of program components will be monitored as well as student achievement. Classrooms will be visited regularly through learning walks using observational protocols. The results of the observation will be shared with staff and stakeholders to evaluate program implementation annually..

Parents of English Learners

Wisdom works collaboratively with parents and actively encourages parental involvement. Parents of English learners will receive annual notification of CEDLT results and program placement through written materials and annual meetings.

(EC § 52164.1(c); 5 CCR § 11511.5.); (20 U.S.C. §§ 6312, 7012.)

Per state requirements, Wisdom will also maintain a District-Level English Learner Advisory Committee (DELAC) when 51 or more English Learners are enrolled. Due to the structure of the school, the DELAC will serve the same purpose as an English Learner Advisory Committee (ELAC). Parents or guardians of English Learners not employed by Wisdom will make up a majority (51 percent) of the committee. Parents and guardians will be trained on the various responsibilities of the DELAC. The DELAC will advise Wisdom on programs and services for English learners, including revising the master plan for English learners, conducting district-wide needs assessment, establishing goals for programs and services of English learners, reviewing Wisdom's reclassification procedures and reviewing the written notifications required to be sent to parents and guardians. (5 CCR § 11308(c)(1).); (5 CCR § 11308(c)(2).); (5 CCR § 11308(c)(3).); (5 CCR § 11308(c)(4).); (5 CCR § 11308(c)(5).); (5 CCR § 11308(c)(6).); (5 CCR § 11308(c)(7).)(b); (5 CCR § 11308(d).) **Translation:**

Wisdom maintains constant communication with parents and guardians and, in order to include all families, Wisdom makes every effort to provide translated documents. Wisdom provides parents with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand. When 15 percent or more of students enrolled at Wisdom speak a single primary language other than English, as determined by the Home Language Survey from the preceding year, all notices, reports, statements and records sent to parents of such students are written in English and the primary language.

(EC § 48985; 5 CCR § 11316.); (20 U.S.C. § 6318 (e)(5).)

Professional Development in English Learner Instruction and English Language Development

Teachers at Wisdom engage in a week of professional development before the school year as well as weekly professional development after school hours.

During this time, teachers will receive training on instruction for English learners and strategies for English Language Development, among other subjects.

1.25 Suggested Daily Schedule for the Structured English Immersion Program

The school day at WAYS begins at 8:00 am and ends at 2:45 pm.

Kindergarten	
8:00am – 8:15am	Morning Drills
8:15am – 9:00am	Language Arts
9:00am – 9:30am	P.E.
9:30am – 11:15am	Language Arts
11:15am – 11:45am	Social Studies
11:45am – 12:15pm	Lunch/Recess
12:15pm – 1:15pm	Math
1:15pm – 2:00pm	Science
2:00pm – 2:45pm	ELD
2:45pm	Dismissal
First Grade	
8:00am – 8:15am	Morning Drills
8:15am – 9:00am	Language Arts
9:00am – 9:30am	P.E.
9:30am – 11:15am	Language Arts
11:15am – 12:00pm	Science
12:00pm – 12:30pm	Lunch/Recess
12:30pm – 1:30pm	Math
1:30pm – 2:00pm	Social Studies

Final Decision to Revoke and Accompanying Exhibits

2:00pm – 2:45pm	ELD/ Journal Writing
2:45pm	Dismissal
Second Grade	
8:00am – 8:15am	Morning Drills
8:15am – 10:00am	Language Arts
10:00am – 10:30am	P.E.
10:30am – 11:15am	Language Arts
11:15am – 12:15pm	Math
12:15pm – 12:45pm	Lunch/Recess
12:45pm – 1:15pm	Science
1:15pm – 2:00pm	Social Studies
2:00pm – 2:45pm	ELD/Journal Writing
2:45pm	Dismissal
Third Grade	
8:00am – 8:15am	Morning Drills
8:15am – 10:30am	Language Arts
10:30am – 11:00am	P.E.
11:00am – 11:20am	Language Arts
11:20am – 12:30pm	Math
12:30pm – 1:00pm	Lunch/Recess
1:00pm – 1:35pm	Science
1:35pm – 2:00pm	Social Studies
2:00pm – 2:45pm	ELD/Journal Writing
2:45pm	Dismissal

Fourth Grade	
8:00am – 8:15am	Morning Drills
8:15am – 10:00am	Language Arts
10:00am – 11:00am	Math
11:00am – 11:45am	P.E.
11:45am – 12:45pm	Science
12:45pm – 1:15pm	Lunch/Recess
1:15pm – 2:00pm	Social Studies
2:00pm – 2:45pm	ELD/Journal Writing
2:45pm	Dismissal
Fifth Grade	
8:00am – 8:15am	Morning Drills
8:15am – 10:00am	Language Arts
10:00am – 11:00am	Math
11:00am – 11:45am	P.E.
11:45am – 12:45pm	Science
12:45pm – 1:15pm	Lunch/Recess
1:15pm – 2:00pm	Social Studies
2:00pm – 2:45pm	ELD/Journal Writing
2:45pm	Dismissal

1.26 REFERENCE TO NCLB

- Wisdom Academy for Young Scientists agrees to comply with the provisions of No Child Left Behind. It has completed goal two of the ELA plan as they apply to certificated and paraprofessional employees of charter schools. All classified support staff and teacher’s assistants will be in full compliance with all provisions by January 8, 2006. It also agrees

to adhere to the provisions regarding "Public School Choice" and "Choice Students." Also, teachers comply with NCLB requirements for EL Authorizations.

1.27 SPECIAL EDUCATION PROGRAM

Overview

Wisdom Academy for Young Scientists recognizes its obligations under federal and state law to identify and provide equitable services to children voluntarily enrolled by their parents/guardians in WAYS. At WAYS we will ensure the educational program for students with disabilities reflects the mission of the school by sustaining an inclusive learning environment, allowing special education students to learn and *become leaders and true scientists* in an environment that supports the individual talents and gifts of each student.

WAYS shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEA").

WAYS will be its own local educational agency ("LEA") and will apply directly for membership in the Los Angeles County Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(b). Should WAYS be denied membership in the Los Angeles County SELPA, it will apply for membership in the El Dorado County Charter SELPA. As described below, Wisdom Academy for Young Scientists shall negotiate a Memorandum of Understanding ("MOU") between the SELPA and WAYS related to the delineation of duties between the SELPA and WAYS. A copy of the MOU will be presented to LACOE upon execution.

In the event WAYS seeks membership with a different state-approved SELPA, the school will provide notice to LACOE and the SELPA before June 30th of the prior year for which services are to commence.

WAYS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. WAYS will participate in the state's quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan.) WAYS will participate in internal validation review.

WAYS may request related services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. WAYS may also provide formal and informal counseling; speech and language services; and initial and triennial psychological evaluations by hiring credentialed or licensed providers through private agencies or independent contractors.

WAYS shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the School shall be accessible for all students with disabilities.

Parents will be informed of our Special Education Program during recruitment, at orientation, and in the parent-student handbook.

Services for Students under the “IDEA”

The following description regarding how special education and related services will be provided and funded is being proposed by Wisdom Academy for Young Scientists for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition.

WAYS intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”).

WAYS will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. WAYS will comply with SELPA protocol as to the delineation of duties between the central office and the local school site in providing special education instruction and related services to identified pupils.

Staffing

All special education services at Wisdom Academy for Young Scientists will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

Wisdom Academy for Young Scientists will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists WAYS ensure that all special education staff hired by WAYS is qualified pursuant to SEPLA policies, as well as meet all legal requirements.

WAYS Resource Specialist Teacher in collaboration with independent contractors and general education teachers will be responsible for providing special education instruction, which are delineated in individual students’ IEPs. This instruction will be based on the unique needs of each student and may include small group or individual intervention in a separate classroom or inside a classroom in a collaborative co-teaching model based on the frequency and need of services as outlined in each student’s IEP. This instruction will be led by a qualified resource teacher with the required state credential.

Notification and Coordination WAYS shall follow SELPA policies as they apply to all SELPA LEAs for responding to implementation of special education services.

Identification and Referral

WAYS shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. WAYS will implement SELPA policies and procedures to ensure timely identification and referral of students who have or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

WAYS will follow child-find procedures to identify all students who may require assessment to consider special education eligibility, including English Learners, and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

WAYS will have a pre-referral process that will distinguish between linguistic and cognitive barriers to academic achievement to avoid the misclassification of English Learners in Special Education, as it is a significant problem that impedes the academic development of this large and growing student population. This is addressed in the section titled "Special Education Considerations for English Learners".

Additionally, WAYS will provide to Responsiveness to Intervention (RTI) Model, which promotes early identification of students who may be at risk for learning difficulties.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. WAYS will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the SELPA's general practice and procedure and applicable law. WAYS shall work to obtain parent/guardian consent to assess Charter School students. WAYS will use SELPA forms to develop, maintain, and review assessments and IEPs in the format required by the SELPA, including assessment and IEP data into the SELPA data system in accordance with SELPA policies and procedures. WAYS will maintain copies of assessments and IEP materials for review by the SELPA. WAYS will submit to the SELPA and CDE all required reports, in a timely manner as necessary to comply with state and federal laws. WAYS will use SELPA forms to develop, maintain, and review assessments and IEPs in the format required by the SELPA, including assessment and IEP data into the SELPA data system in accordance with SELPA policies and procedures. WAYS will maintain copies of assessments and IEP materials for review by the SELPA.

IEP Meetings

WAYS shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. WAYS shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or WAYS designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at WAYS and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

WAYS will provide translation services upon request.

Standardized Testing

Students who have IEPs will receive the modifications that are outlined in their IEP such as, but not limited to, supervised breaks during a test part, or used math manipulatives on the mathematics or science tests; simplified test directions; test questions read aloud to student or use of audio, not visual presentation (except in ELA); Calculator and arithmetic tables or formulas on math and science tests (if not part of the focal construct); visual magnifying equipment; computer use (including word processing software with spell and grammar check tools turned off for essay responses to writing portion of a test; assistive devices that do not interfere with the independent work of the student on the multiple-choice and/or essay responses (writing portion of the test)(i.e. handheld optical magnifiers, screen readers, magnification software, speech recognition system, physical supports or assists); responses dictated to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions; word processing software with spell and grammar check tools enabled on the essay responses writing portion of test (if grammar, spelling, or language conventions is not the intended construct); test individual students separately, provided that a test examiner directly supervises the student, and test students in a small group setting extra time on a test within a testing day.

IEP Development

WAYS shall make decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education pursuant to its IEP process. Programs, services and placements shall be provided to all eligible Charter

School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation The Charter School shall be responsible for all school site implementation of the IEP. WAYS shall provide the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. WAYS shall also provide all home-school coordination and information exchange. WAYS shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

All IEPs will be maintained in accordance with state and federal student confidentiality laws. Service providers from other agencies, who provide instruction or a related service off the school site, will also be provided a copy of the IEP.

IEPs will be secured in a locked fire proof cabinet.

Interim and Initial Placements of New Charter School Students

For students who enroll in WAYS from another school district outside of the SELPA with a current IEP, the SELPA and WAYS shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, WAYS shall implement the existing IEP at WAYS, to the extent practicable or as otherwise agreed between the Charter School and parent/guardian.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to WAYS and no student shall be denied admission nor counseled out of WAYS due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

WAYS shall respond to parental concerns or complaints related to special education services. WAYS shall instruct parents/guardians to raise concerns regarding special education services, related services and rights directly to the Charter School.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

The Charter School, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints.

WAYS shall respond to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the Charter School determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, WAYS shall defend the case.

WAYS shall have sole discretion to settle any matter in mediation or due process. The Charter School shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

SELPA Representation WAYS shall represent itself at all SELPA meetings.

Funding

WAYS understands that it will be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

Wisdom Academy for Young Scientists recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of WAYS. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

A 504 team will be assembled by the principal of Wisdom Academy for Young Scientists and shall include parents/guardians, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the

educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- c. Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by Wisdom Academy for Young Scientists professional staff.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute.

A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed regularly to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

2 Measurable Student Outcomes

Wisdom Academy for Young Scientists will meet all statewide standards and conduct the student assessments required pursuant to Education Code 60605.

This section satisfies Education Code Section 47605(b)(5)(C), which requires a description of “The method by which pupil progress in meeting pupil outcomes is to be measured.” The school will meet the growth target as required by NCLB and in the Public Schools Accountability Act of 1999.

Given that WAYS will be dedicated to providing equal opportunity for all students, we will employ a curriculum fully aligned with the California content standards.

The academic goals and outcomes pertain to all students: general education, socioeconomically disadvantaged, English learners, students in special education, and gifted students.

2.1 Curricular Exit Outcomes

Curricular Focus	Goals	Measurable Outcomes
English Language Development- Beginning Level	<ul style="list-style-type: none"> • Students will advance one language proficiency level per year, as measured by the CELDT. • Increase proficiency in listening, speaking, reading and writing according to ELD Common Core standards. 	<ul style="list-style-type: none"> • Students will advance one language proficiency level per year, as measured by the CELDT Individual Score Reports. The CELDT will be administered annually. • Advance one language proficiency level in each CELDT sub-domain for listening, speaking, reading and writing. • EL students will demonstrate the same average rate of improvement in proficiency on the annual Smarter Balanced assessments as the rest of the student population at Wisdom Academy.
English Language Development – Early Intermediate Level	<ul style="list-style-type: none"> • Students will advance one language proficiency level per year, as measured by the CELDT. • Increase proficiency in listening, speaking, reading and writing 	<ul style="list-style-type: none"> • Students will advance one language proficiency level per year, as measured by the CELDT Individual Score Reports. The CELDT will be administered annually.

	<p>according to ELD Common Core standards.</p>	<ul style="list-style-type: none"> • Advance one language proficiency level in each CELDT sub-domain for listening, speaking, reading and writing. • EL students will demonstrate the same average rate of improvement in proficiency on the annual Smarter Balanced assessments as the rest of the student population at Wisdom Academy.
<p>English Language Development - Intermediate Level</p>	<ul style="list-style-type: none"> • Students will advance one language proficiency level per year, as measured by the CELDT. • Increase proficiency in listening, speaking, reading and writing according to ELD Common Core standards. 	<ul style="list-style-type: none"> • Students will advance one language proficiency level per year, as measured by the CELDT Individual Score Reports. The CELDT will be administered annually. • Advance one language proficiency level in each CELDT sub-domain for listening, speaking, reading and writing. • EL students will demonstrate the same average rate of improvement in proficiency on the annual Smarter Balanced assessments as the rest of the student population at Wisdom Academy.
<p>English Language Development – Early Advanced Level</p>	<ul style="list-style-type: none"> • Students will reclassify from EL status to RFEP status, per reclassification procedures. • Demonstrate proficiency in listening, speaking, reading and writing according to ELD Common Core standards. • Through monitoring after reclassification, 	<ul style="list-style-type: none"> • Percentage of students reclassified will increase by 5% each year. • Advance one language proficiency level in each CELDT sub-domain for listening, speaking, reading and writing until reclassified. • Reclassified students will demonstrate the same average rate of

Final Decision to Revoke and Accompanying Exhibits

	students will continue demonstrating fluency comparable to that of the district's average English-only students.	improvement in proficiency on the annual Smarter Balanced assessments as the rest of the student population at Wisdom Academy.
English Language Development - Advanced Level	<ul style="list-style-type: none"> • Students will reclassify from EL status to RFEP status, per reclassification procedures. • Demonstrate proficiency in listening, speaking, reading and writing according to ELD Common Core standards. • Through monitoring after reclassification, students will continue demonstrating fluency comparable to that of the district's average English-only students. 	<ul style="list-style-type: none"> • Percentage of students reclassified will increase by 5% each year • Advance one language proficiency level in each CELDT sub-domain for listening, speaking, reading and writing until reclassified. • Reclassified students will demonstrate the same average rate of improvement in proficiency on the annual Smarter Balanced assessments as the rest of the student population at Wisdom Academy.

Curricular Focus	Goals	Measurable Outcomes
English Language Arts	<p>Demonstrate literacy in reading, writing, speaking and listening by:</p> <ul style="list-style-type: none"> • constructing meaning from a variety of texts using comprehension strategies, prior knowledge and personal experience; • initiate reading opportunities and read independently for 30 minutes or longer; • write with fluency in a variety of genres for a variety of audiences, i.e. reflective journal, persuasive essay, report, science observation, personal letter, business letter, creative story, poem; 	<ul style="list-style-type: none"> • The percentage of students achieving at the proficient and advanced level on the Smarter Balanced will increase by 5% each year. • The school will meet AYP targets. • The percentage of English learners achieving at the proficient and advanced level on the Smarter Balanced will increase by 5% each year. • The school will meet AYP targets for English learners in ELA

	<ul style="list-style-type: none"> • apply the writing process and conventions of writing; • use speaking skills to present information, narrative, and response to literature; • apply presentation strategies effectively. 	
<p>Mathematics</p>	<p>Demonstrate fluency in the mathematics concepts, and the CA Standards including Number Sense, Algebra and Functions, Measurement and Geometry and Statistics Data and Probability. Students will demonstrate mathematical reasoning, and basic computational skills as well as communicate and apply these skills in various settings.</p>	<ul style="list-style-type: none"> • The percentage of students achieving at the proficient and advanced level on the Smarter Balanced will increase by 5% each year. • The school will meet AYP targets. • The percentage of English learners achieving at the proficient and advanced level on the Smarter Balanced will increase by 5% each year. • The school will meet AYP targets for English learners in math.
<p>Science</p>	<p>Demonstrate proficiency of the content standards in physical, life, and earth sciences, investigation and experimentation.</p>	<ul style="list-style-type: none"> • The percentage of students achieving at the proficient and advanced level on the CST will increase by 5% each year. • Percentage of students achieving at the proficient and advanced level in progress reports supported by performance assessments will increase by 5% each year. • The percentage of English learners achieving at the proficient and advanced level on the CST will increase by 5% each year. • Percentage of English

		<p>learner students achieving at the proficient and advanced level in progress reports supported by performance assessments will increase by 5% each year.</p>
History/Social Science	<p>Demonstrate proficiency of the content standards in history, geography, economics, government and society as well as intellectual, reasoning, reflection and research skills.</p>	<ul style="list-style-type: none"> Percentage of students achieving at the proficient and advanced level in progress reports supported by performance assessments will increase by 5% each year. Percentage of English learner students achieving at the proficient and advanced level in progress reports supported by performance assessments will increase by 5% each year.

2.2 Performance Goals and Outcomes

WAYS will track and analyze the following factors that influence academic achievement and growth.

Factor	Measurable Expected Outcome
Student Conduct	<ul style="list-style-type: none"> Average daily attendance rate of at least 95%. Tardiness continually decreases each year. Suspensions/expulsions decrease each year. Mediation referrals decrease each year.
Parental Involvement	<ul style="list-style-type: none"> 70% of parents attend ongoing parent-teacher conferences. Parent attendance at special programs, festivals and forums will increase annually.
Professional Development	<p>80% participation in annual two-week program held prior to opening of school each year and at ongoing professional development programs during the year.</p>

Teacher Performance	<ul style="list-style-type: none"> • Knowledge of curriculum. • Competence in pedagogy. • Professional attitude. • Effective teaching strategies.
Financial Solvency	No deficit in the operation budget.

2.4 Extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as goals

Wisdom Academy for Young Scientists believes the following outcomes are attainable each year and will measure them as shown:

To prepare students in grades Kindergarten and 1 to meet their measurable goals WAYS will encourage and maintain a constant stream of interaction with the parents. At WAYS we believe we family involvement plays a pivotal role in continued development from early childhood education through primary grade levels. Specific strategies for parental involvement at this stage include additional parent education workshops for parents to learn ways to support their child at home as well as additional resources and supports sent home with parents to support their children at home.

During a workshop, for example, parents will practice having their child come to read a fluency passage with a timer. Kindergarten parents are also invited once a month to the classroom to participate in an independent work time session with their child guided by their teachers. These activities have clearly provided parents practice that can be continued at home.

Parents are informed through beginning of year orientations of the process for Kindergarten and Grade 1 Assessments. For example, at the beginning of the year, students in grades K and 1 participate in diagnostic assessments administered by teachers using the BPST and DIBELS assessment tools. These exams explicitly test early literacy skills.

The DIBELS and BPST program will be used by kindergarten and first grade teachers to identify students needing extra help as early as possible. They provide a consistent looking glass for the identification of at risk students at the earliest possible point in the system. DIBELS data will guide summer instruction for kindergarten and first grade when provided.

For summative assessment purposes, K and Grade 1 students will participate in Stanford 10 testing along with upper grade students. The results of these assessment will be analyzed to determine obtainment of measurement goals for this specialized group of students.

Additionally, for upper grades the following benchmark goals will be in place.

1. During each testing year of the new petition period, WAYS will increase its proficiency by 5% in English Language Arts and Mathematics as measured by the CST. WAYS will meet prescribed growth targets for the Academic

Performance Index as well as make Adequate Yearly Progress (AYP) as determined by a growth in percentage points in the areas of English Language Arts and Math that meets or exceeds California's growth targets for AYP.

Measure: Annual state standardized, standards-based test results.

2. The percentage of students reflecting a minimum of one trimester's growth per one trimester of instruction in Math, Reading and Science will increase annually and meet or exceed the expectations of the authorizer for all of its schools.

English Learners

Wisdom Academy for Young Scientists will provide additional and appropriate educational services to English learners until they have demonstrated English-language skills comparable to that of the district's average native English-language speakers and have recouped any academic deficits which may have been incurred in other areas of the core curriculum. (CCR, Title 5, section 11302). Services must continue until ELs meet objective reclassification criteria, as outlined in the school's Charter and Master Plan for English Learners (EC313). This means that EL students must be provided with ELD and SDAIE, as needed, and/or primary language instruction until they are redesignated as fluent English proficient (FEP).

Wisdom Academy for Young Scientists will also ensure that all students meet grade-level core curriculum standards within a reasonable amount of time. Wisdom Academy for Young Scientists maintains simultaneous programs, providing students with English Language Development and other EL services along with full access to the core curriculum. Focused instruction for these students builds on their cultural and linguistic strengths and provides meaningful access to a curriculum that is standards-based, cognitively complex, rigorous, and coherent.

If the student does not comprehend enough English to allow full access to the core curriculum, Wisdom Academy implements a plan for ELs to recoup any and all academic deficits before the deficits become irreparable. These plans include, but are not limited to, small group instruction with a teacher or paraprofessional, comprehensible input through SDAIE instruction and other instructional supports to help the student quickly accelerate to meet grade level standards in each content subject. (CCR, Title 5, sections 11302[a] and [b]).

Wisdom Academy for Young Scientists maintains a process to determine the effectiveness of programs for English learners, including language proficiency and content subject proficiency. The school will evaluate how programs for English learners produce within a reasonable period of time through annual CELDT assessments. The school will track academic results indicating that

English learners are achieving and sustaining parity of academic achievement with students who entered the district’s school system already proficient in English by tracking annual state standardized tests and benchmark assessments administered once a trimester, as well as weekly classroom assessments. Information will be provided to teachers, parents, and students on the progress being made toward meeting the state student achievement standards. Wisdom Academy for Young Scientists will maintain these procedures to improve school site EL program implementation and to modify the program, as needed, to ensure that each English learner achieves full proficiency in English and academic achievement at grade level as rapidly as possible.

(20 U.S.C. 1703 (f), Castaneda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011; EC 6400 (f).)

Measures:

End-Benchmark Assessments

As a method of monitoring student achievement throughout the academic school year, WAYS teachers will use the following assessments as benchmark assessments: teacher assignments and Measuring Up standards based assessments (weekly), curriculum based assessments such as story tests and unit exams (given according to the pacing plan), and writing portfolio samples (bi-monthly). Rubrics for writing are created by grade-level teams during Summer Professional Development and during Pupil-Free Professional Development days throughout the school year. In addition, standards based benchmark assessments (DataDirector) are implemented every two months.

	English Language Arts	Mathematics	Science
K – 1	Teacher Created Assessments DIBELS OCR Unit Assessments Accelerated Reader Data Director Benchmark Assessments	Teacher Created Assessments Saxon Unit Assessments Data Director Benchmark Assessments	Teacher Created Assessments Foss Competency Assessments Data Director Benchmark Assessments
2 nd – 5 th Grade	Teacher Created Assessments OCR Unit Assessments Accelerated Reader Data Director	Teacher Created Assessments Saxon Unit Assessments Data Director Benchmark Assessments	Teacher Created Assessments Foss Competency Assessments Data Director Benchmark Assessments

	Benchmark Assessments		
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- **Benchmark Assessments:** Each unit of instruction will include one or more critical benchmark performance assessments that provide evidence of student achievement. Instruction will assume that all students will need to demonstrate the benchmark competencies. Rubrics will be developed for all benchmark assessments. Benchmarks assessment will be aligned with the CST.

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3. The percentage of students scoring at the Proficient level or above on the STAR language arts, mathematics and science assessments will increase annually; the percentage of students scoring at the Below Basic and Far Below Basic will decrease annually.

Measure: Annual state standards-based test.

4. WAYS will meet or exceed Academic Performance Index growth targets on annual standardized tests in at least 3 out of 4 years.

Measure: Annual state standardized test results.

5. Students will meet or exceed the LAUSD's actual attendance rate.

Measure: Attendance records at the end of each year.

6. Students will demonstrate pro-social behavior and a strong commitment to classroom and school community.

Measures: WASSC School Climate Inventory and WAYS "Participation Rubric" that sets standards and growth targets for:

- Student participation in cooperative learning groups, class projects and daily circle discussions
- Student participation in classroom services provided for the school community (scientist club, school environmental beautification, etc...)
- Student participation in bimonthly all-school assemblies
- Student participation in culminating presentations that share the depth and breadth of knowledge gained during a core study with parents and other classrooms

We developed our Expected Schoolwide Learning Results through participation in the accreditation process. Our ESLR's give us a framework for achieving the school's mission of empowering students to become leaders, change agents and true scientists.

Young Scientists as Global Citizens who will

- Through early exposure to science, learn on a platform that is educationally equitable
- Develop an appreciation and respect for cultural differences
- Develop a personal connection to learners of different cultures
- Communicate effectively their ideas and learning to others
- Contribute to their community through responsible actions that benefit humanity

Young Scientists as Leaders of the 21st Century who will

- Work together to solve complex, real world problems through project based learning
- Think critically and creatively
- Be Technologically literate and competent in reading, mathematics, sciences and performing arts
- Develop independence as lifelong learners and problem solvers

Young Scientists as Researchers who will

- Know how to comprehend, apply, analyze, synthesize and evaluate
- Ask essential questions
- Work collaboratively through teamwork to produce a culture of scientific discovery

Young Scientists as Thriving Learners who will

- Demonstrate confidence in their abilities and develop high self-esteem
- Learn the habits that contribute to a healthy lifestyle
- Will experience wellness through physical fitness and proper nutrition

2.5 Goals for the Demonstration of Skills, Knowledge and Understanding

Students will receive specific instruction centered in the California content standards for each grade level. They will demonstrate measurable growth as identified in the outcomes above, and student achievement will be tracked three times a year in mathematics, reading and language arts for each specific standard using the “Standards Master” assessment system (or a comparable system) as well as the school-wide benchmark assessment system.

Each student will make significant growth in standards-based achievement demonstrated through ongoing classroom assessments, Standards Mastery and/or Benchmark assessments each trimester, and the state’s standards-based assessments. The assessments employed and administered at the school level will be refined over time to ensure that the measures allow students to demonstrate their mastery of the breadth and depth of the standards, and the results will be aggregated and analyzed to ensure the continuing improvement of the school’s curriculum, instructional, and assessment programs. The goal is that all students demonstrate that they are reaching high levels of academic achievement, which allows them to maximize their full potential and prepare them for success in the future.

The school and its administrators and staff are committed to meeting its API and AYP targets—increasing the numbers of students at the proficient and above levels on the STAR tests each year, and ensuring that all students enrolled at the school for two years or more will be at the Basic level or above on the STAR tests.

Teaching staff is committed to conducting a thorough analysis of STAR results at the detailed, reporting cluster level to ensure student mastery of the content on the tests. Analyses will focus on achievement in language arts and mathematics for all subgroups, as specified in NCLB, Title 1 requirements. CELDT test results will be analyzed to ensure that growth in student achievement on this test will fully address the NCLB Title 3 requirements.

California State Content Standards

The California State Content Standards will operate as a guiding framework for both curriculum and assessment development at WAYS. The CA Standards will be used in the following ways:

- Used to map curriculum into units and lessons
- Used to as a guide when writing behavioral level performance objectives for lessons.
- Incorporated into Adopted Text Program outcomes and assessments
- Used as a guide when developing formative and summative unit level benchmark performance assessment rubrics.
- Aggregated into benchmark performance indicators for tri-yearly summative benchmark performance assessment.

2.5.1 English Language Arts

Reading: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Kindergarten	1 st
<p><i>Concepts About Print</i></p> <p>1.1 Identify the front cover, back cover, and title page of a book.</p> <p>1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>1.3 Understand that printed materials provide information.</p> <p>1.4 Recognize that sentences in print are made up of separate words.</p> <p>1.5 Distinguish letters from words.</p> <p>1.6 Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p>Phonemic Awareness</p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes</p>	<p><i>Concepts About Print</i></p> <p>1.1 Match oral words to printed words.</p> <p>1.2 Identify the title and author of a reading selection.</p> <p>1.3 Identify letters, words, and sentences.</p> <p>Phonemic Awareness</p> <p>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p> <p>1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).</p> <p>1.6 Create and state a series of rhyming words, including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).</p> <p>1.8 Blend two to four phonemes into recognizable</p>

<p>(e.g., /f, s, th/, /j, d, j/).</p> <p>1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</p> <p>1.9 Blend vowel-consonant sounds orally to make words or syllables.</p> <p>1.10 Identify and produce rhyming words in response to an oral prompt.</p> <p>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</p> <p>1.12 Track auditorily each word in a sentence and each syllable in a word.</p> <p>1.13 Count the number of sounds in syllables and syllables in words.</p> <p>Decoding and Word Recognition</p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p> <p>Vocabulary and Concept Development</p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p> <p>1.18 Describe common objects and events in both general and specific language.</p>	<p>words (e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat).</p> <p>1.9 Segment single syllable words into their components (e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich).</p> <p>Decoding and Word Recognition</p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).</p> <p>1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).</p> <p>1.15 Read common word families (e.g., -ite, -ate).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p>Vocabulary and Concept Development</p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p>
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<p>2nd</p> <p>Decoding and Word Recognition</p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/ per; vowel-consonant/consonant-vowel = sup/ per).</p> <p>1.3 Decode two-syllable nonsense words and regular multi-syllable words.</p> <p>1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).</p> <p>1.5 Identify and correctly use regular plurals (e.g., -s, -as, -is) and irregular plurals (e.g., fly/ flies, wife/ wives).</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p> <p>Vocabulary and Concept Development</p> <p>1.7 Understand and explain common antonyms and synonyms.</p> <p>1.8 Use knowledge of individual words in unknown compound words to predict their meaning.</p> <p>1.9 Know the meaning of simple prefixes and</p>	<p>3rd</p> <p>Decoding and Word Recognition</p> <p>1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.</p> <p>1.2 Decode regular multisyllabic words.</p> <p>1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>Vocabulary and Concept Development</p> <p>1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.</p> <p>1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things).</p> <p>1.6 Use sentence and word context to find the meaning of unknown words.</p> <p>1.7 Use a dictionary to learn the meaning and other features of unknown words.</p> <p>1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p>
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suffixes (e.g., over- , un- , -ing , -ly).	
<i>4th</i>	<i>5th</i>
<p><i>Word Recognition</i> 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.</p> <p><i>Vocabulary and Concept Development</i> 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases. 1.3 Use knowledge of root words to determine the meaning of unknown words within a passage. 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international). 1.5 Use a thesaurus to determine related words and concepts. 1.6 Distinguish and interpret words with multiple meanings.</p>	<p><i>Word Recognition</i> 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p><i>Vocabulary and Concept Development</i> 1.2 Use word origins to determine the meaning of unknown words. 1.3 Understand and explain frequently used synonyms, antonyms, and homographs. 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial). 1.5 Understand and explain the figurative and metaphorical use of words in context.</p>

Reading: 2.0 Reading Comprehension

Kindergarten	1 st
<p><i>Structural Features of Informational Materials</i> 2.1 Locate the title, table of contents, name of author, and name of illustrator.</p> <p>Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 Use pictures and context to make predictions about story content. 2.3 Connect to life experiences the information and events in texts. 2.4 Retell familiar stories. Kindergarten Structural Features of Informational Materials (cont.) 2.5 Ask and answer questions about essential elements of a text.</p>	<p><i>Structural Features of Informational Materials</i> 2.1 Identify text that uses sequence or other logical order.</p> <p>Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 Respond to who, what, when, where, and how questions. 2.3 Follow one-step written instructions. 2.4 Use context to resolve ambiguities about word and sentence meanings. 1st Structural Features of Informational Materials (cont.) 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words). 2.6 Relate prior knowledge to textual information. 2.7 Retell the central ideas of simple expository or narrative passages.</p>

2 nd	3 rd
<p><i>Structural Features of Informational Materials</i> 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.</p> <p>Comprehension and Analysis of Grade-Level-</p>	<p><i>Structural Features of Informational Materials</i> 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.</p>

<p>Appropriate Text 2.2 State the purpose in reading (i. e., tell what information is sought). 2.3 Use knowledge of the author’s purpose(s) to comprehend informational text. 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how). 2.5 Restate facts and details in the text to clarify and organize ideas. 2.6 Recognize cause-and-effect relationships in a text. 2.7 Interpret information from diagrams, charts, and graphs. 2.8 Follow two-step written instructions.</p>	<p>Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 2.3 Demonstrate comprehension by identifying answers in the text. 2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.5 Distinguish the main idea and supporting details in expository text. 2.6 Extract appropriate and significant information from the text, including problems and solutions. 2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).</p>
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<p>4th</p> <p><i>Structural Features of Informational Materials</i> 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment). 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues. 2.4 Evaluate new information and hypotheses by testing them against known information and ideas. 2.5 Compare and contrast information on the same topic after reading several passages or articles. 2.6 Distinguish between cause and effect and between fact and opinion in expository text. 2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).</p>	<p>5th</p> <p><i>Structural Features of Informational Materials</i> 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. 2.2 Analyze text that is organized in sequential or chronological order.</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p>Expository Critique 2.5 Distinguish facts, supported inferences, and opinions in text.</p>
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Reading: 3.0 Literary Responses and Analysis

<p>Kindergarten</p> <p><i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.1 Distinguish fantasy from realistic text. 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).</p>	<p>1st</p> <p><i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story’s beginning, middle, and ending.</p>
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<p>3.3 Identify characters, settings, and important events.</p>	<p>3.2 Describe the roles of authors and illustrators and their contributions to print materials. 3.3 Recollect, talk, and write about books read during the school year.</p>
<p><i>2nd</i></p>	<p><i>3rd</i></p>
<p><i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.1 Compare and contrast plots, settings, and characters presented by different authors. 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives. 3.3 Compare and contrast different versions of the same stories that reflect different cultures. 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.</p>	<p><i>Structural Features of Literature</i> 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them. 3.4 Determine the underlying theme or author's message in fiction and nonfiction text. 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection. 3.6 Identify the speaker or narrator in a selection.</p>
<p><i>4th</i></p>	<p><i>5th</i></p>
<p><i>Structural Features of Literature</i> 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions. 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions. 3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales). 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.</p>	<p><i>Structural Features of Literature</i> 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 Identify the main problem or conflict of the plot and explain how it is resolved. 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. 3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works. 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism). <i>Literary Criticism</i> 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures. <i>5th Narrative Analysis of Grade-Level-Appropriate Text (cont)</i> 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.</p>

2.6 Process by Which Curriculum, Materials and Instructional Activities Are To Be Selected

The books utilized for each course, course material, and instructional activities at Wisdom Academy for Young Scientists are chosen through a collaborative effort between a team comprised of the principal, teachers and curriculum and instruction consultant. This WAYS curriculum development team has begun an ongoing process of material selection, curriculum mapping, unit development, lesson design, assessment development and identification of teaching strategies for different courses at WAYS. The principal and teachers have selected textbooks from the state approved list that best suit the needs of their students. To encourage innovation, and emphasis on technology, teachers will have the flexibility to use books or strategies that are not on the WAYS recommended list as long as they achieve the required results.

2.7 Delineation Of When And How Pupil Outcomes Will Be Assessed

Students are first assessed (using Saxon Math, CELDT, and McLeod Assessment of Reading Comprehension assessments and a writing prompt) upon matriculation. They then are given periodic assessments on a trimester basis to monitor progress. At the end of the school year, students take the CST and teacher created summative assessments. The CELDT is administered to English learner students within thirty days of initial enrollment and at least annually thereafter during the testing window until reclassified as Fluent English Proficient (RFEP) per reclassification procedures.

See Element 3 for more details related to formative and authentic assessments.

2.8 Identification of Who Will Be Accountable For Student Progress

The following guidelines have been established to guide the development of the curriculum and to keep in sight the goal of improved student learning.

California State Curriculum Frameworks and State Standards will provide the base content for the instructional program.

Wisdom Academy for Young Scientists will chart student progress from year to year on the State of California's adopted standardized and standards-based statewide examinations.

Wisdom Academy for Young Scientists will meet or exceed all County and state standards and will establish a policy to ensure that evidence of improved pupil learning is shared with the parents, the County, and the state.

Advancement from one grade to the next requires demonstration of mastery of the concepts and development of the skills in alignment with the standards required by the California Department of Education.

Wisdom Academy for Young Scientists will make available after-school tutorials, as preventative measures for those students deemed at-risk of being held back.

Specific times will be allocated to provide the opportunity and time for teachers to discuss and share concerns related to student progress before students matriculate to the next grade. Teachers will have time prior to the start of the school year to evaluate students' standardized test scores from the previous year and to identify individual strengths, areas of concern and focus for each student. Student progress reports will be used to monitor student progress. Parent conferencing on student progress will occur twice per year.

Once per year, ~~the Executive Director~~ CEG will be responsible for preparing and presenting a report to the Governing Board that details and summarizes the school's progress toward meeting its goals during the previous school year. ~~The Executive Director~~ CEG is committed to ensuring that a robust assessment and accountability system is in place on an ongoing basis at the school, and that the information be used effectively and in a timely manner to ensure the high quality of the school's program for all of its students. If needed, the Board can take measures, based on this report that will ensure the school is consistently making progress toward its goals. Such an action, may include creating a working committee, made up teachers, parents, administration and students, to take a closer look at elements of the report, conduct research as necessary, and make appropriate recommendations.

In accordance with the provisions set forth in No Child Left Behind, WAYS will track student achievement data in order to ensure students are meeting required proficiency levels. Teachers and administrators will analyze data and use it as a tool when planning curriculum, designing interventions and adopting curricular materials. The administration, to include the principal, teachers, and the special education program coordinator will coordinate all efforts in order to maximize student achievement.

2.9 Student Retention and Promotion

Wisdom Academy for Young Scientists strives to ensure that students show progress in their achievements and is ready to be promoted to the next level. For those students who are identified as "at risk" of retention, a meeting will be called that includes the teacher, parents and special education program coordinator. At this meeting it may be determined that a Student Success Team (as described in the Special Education section above) is necessary to develop an educational plan that will include tutorials, special classes and learning strategies that best suit the student. Parent conferencing on the student's progress will occur every couple of months. If necessary the option of summer school and after school enrichment classes will be offered as a measure to curtail retention.

If we believe a student needs to be retained, we will hold a Student Success Team meeting and discuss the repercussions of this action. If the team agrees that this is in the best interest of the child then all measures will be taken to

ensure that this will be a positive experience for the student. These measures include:

- Meeting with the team and the student
- Creating an accepting environment in the class.
- Creating many opportunities for success for the student in the classroom.
- Ensuring that the student receives the necessary assistance and support to ensure future promotion.

Specific times will be allocated to provide the opportunity and time for teachers to discuss and share concerns related to student progress before students matriculate to the next grade.

2.10 Reference to NCLB

WAYS accepts the NCLB premise that all children will succeed and will review its Adequate Yearly Progress annually, with special attention given to the progress of sub-groups. The Principal will recommend and the Board will approve annual action plans to meet Adequate Yearly Progress goals.



At WAYS you will see older children reading with younger children

3 Methods for Assessing Student Progress

3.1 THE METHODS FOR ASSESSING STUDENT PROGRESS AT WAYS WILL INCLUDE THE FOLLOWING:

- CA STATE STANDARDIZED TESTS (I.E., STAR TESTING PROTOCOL, CST)
- Text based pre and post assessments
- Tri-yearly standards-based Benchmark performance assessments
- Unit level standards-based Benchmark performance assessments
- Formal and Informal Classroom assessment (tests, projects, worksheets, presentations, personal communication, surveys, anecdotal records)
- Portfolio evaluation
- Parent Conferences, and Student-led conferences

3.2 Use of Standardized Test Scores in Measuring Pupil Progress

Our students will participate fully in the Standardized Testing and Reporting (STAR) program. WAYS agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests.

Teachers need only review the test results, which will be presented to them in a graphic format. These tests measure student outcomes to monitor progress, highlight student -learning deficiencies for teachers, and increase teachers' pedagogical efficiency (teachers can shift time away from test preparation and scoring to other activities).

Assessments will be tied to ongoing teacher, classroom and grade level goals and action plans. The collaboration and monitoring of this information will allow for the sharing of resources and innovative solutions.

Teaches will share data with students and classrooms will work together to establish action plans. Data and action plans can also be shared with parents through class and school newsletters to involve them in the collaborative effort of continuous improvement.

With measures matched to our philosophy and instructional intents, we will develop and will build upon our assessment system, which will enable us to systematically:

- Assess the progress of individual children in our curriculum, with particular emphasis on their academic, standards-based achievement.
- Evaluate the effectiveness of the school program in meeting its objectives, relative to our own standards and compared to schools serving similar students in the district.

- Contribute to the continual strengthening of curriculum and instructional processes at the individual, team, and program levels.
- Be accountable to students, parents, our community, the County and the state.

Wisdom Academy for Young Scientists will participate in the state-mandated testing programs. They will enable us to track individual students' and the school's performance from year to year; however, these tests do not fully meet the assessment needs of the classroom teachers nor are they designed to encourage students' self-reflection. For these latter purposes, students will prepare portfolios composed of the projects, daily work, journal samples, self-evaluations, writing samples, exhibitions, reading logs, analytic reflections and other tasks which students complete over the course of the instructional year. To provide a more complete picture of student growth, the school will institute a system of benchmark assessments at the end of each trimester—faculty designed, administered, and scored—tied to the full school curriculum, including rigorous measurement of student standards-based achievement.

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School . A copy of the school's test results must be submitted on a CD on or before September 30 following that spring's test administration, The CLDT results must be submitted to the District no later than two weeks after receipt of the CD from the state's vendor.

3.3 Use of Longitudinal, Survey and other Data in Measuring Pupil Progress

Students will be given a variety of ongoing assessments, including teacher observations, performance-based assessments, grade-level assignments, presentations, and projects, as well as the "Standards Master" assessments, and Unit level "Benchmark" assessments. The Principals will ensure that all necessary assessments are completed in a timely manner and that teachers use the information from the assessments to modify their curriculum accordingly.

California-aligned "Standards Master" assessments developed by Renaissance Learning Co. (a testing and curriculum tool developed by Renaissance Learning Inc. that is aligned to California state standards in math, reading and language arts) or a comparable system will be used to measure students' and classroom growth towards mastery of state standards in mathematics, language arts and reading. These assessments will be conducted three times a year; extensive reports will be generated compiling both classroom and individual student results. Reports will be used to inform both standards based classroom curriculum development and individual student support programs. This assessment and/or other comparable state content standards aligned testing program will be used until our benchmark assessments are completed.

The faculty will come together to agree on benchmark tasks and assessments that represent key objectives for curriculum and instruction to be included in student portfolios and Student Assessment Collections, addressing the state standards and additional criteria by which student performance should be judged. We will examine how the evidence contained in student portfolios can be used to determine each student's progress toward the attainment of specific goals, and develop our portfolio criteria in a manner that maximizes this attainment. The appropriateness of various assessment strategies will be reevaluated by the staff as needed—considering such areas as whole child growth and development (academic, social, physical, creative, critical thinking, etc.), content standards mastery, curriculum effectiveness, level of task difficulty and student mastery.

Of greatest importance is the opportunity for the faculty to establish clear measures of growth that are direct outcomes of the school's full educational goals. The criteria for evaluation of student growth will, of course, reflect achievement in terms of California's content standards, but may also be chosen to include curricular goals measuring the growth of the "whole child" -- honoring the richness of the school's broader curriculum goals

Ongoing student assessment will include additional tools such as checklists, narrative descriptions, anecdotal records of observations, parent conference notes, teacher-designed tests, teacher-developed rubrics, rating forms, surveys, personal conference data and student portfolios.



WAYS' students participate in an extra-curricular dance recital. Teachers support students through home visitations and attendance at family events.

3.4 Benchmark Assessments

The establishment of our benchmark assessment will begin with Staff work during our professional development days in August and will continue the first trimester of the 2011 - 2012 Academic Year. Both large scale and smaller scale benchmark assessments will be developed and employed.

Small-scale benchmark assessment will be done during each unit of instruction, as well as ongoing performance assessments related to the CSTP and unit goals. These benchmark assessments will act to guide instruction, indicate the

need to modify strategies for individuals of whole classes, act as targets for student self-assessment toward their goals, and operate as the primary source of summative unit level grading criteria.

Broad-scale Benchmark assessments will be given in each trimester of the 2011-2012 academic year, evaluated with the aim of using the improved assessment tools from the second trimester as well as a second and additional set to be employed alongside the former set during the final trimester of the 2011 - 2012 academic year. Staff development days in June will be used to review of Benchmark assessment tools employed during the prior year. In this manner, our target goal of a completed and effective Benchmark Assessment Structure can be achieved by the end of the 2011 - 2012 Academic Year of school.

Benchmark assessments of student academic growth will be designed by the faculty to provide an accurate assessment of student progress in mastering grade-level standards and will be essential to the success of our instructional program. Assessments will be designed to for three specific purposes:

1. Entry-level Assessment – Essential questions: Do students possess crucial prerequisites skills and knowledge? Do students already know some of the material that is to be taught? The assessment will contain a range and balance of items, some of which reach back to measure where students are, others will reach forward to identify those students who may already know the new material.

2. Progress Monitoring – Essential question: Are students progressing adequately toward achieving the standards? Teachers will adjust instruction so that all students are constantly progressing. Teachers will continually look for indicators among student responses and in student work. Monitoring will also include checking for understanding during instruction, checking homework, unit/chapter tests or quizzes. Assessment will be tied to items already taught and will be used as the basis for making we-informed adjustments to instruction. Teachers will rely on answers to the following:

- i. Should I move ahead or spend more time on the current phase of instruction?
- ii. Are students able to practice what they have learned through independent activities, or do I need to provide additional instruction?
- iii. Can I accelerate the planned instruction for some or all students, and if so, what is the best way to do that?

3. Summative Evaluation – Essential question: Have students shown concrete evidence that they have met the goals for each unit as defined by each content standard or group of standards?

The Benchmark assessments will be organized around a Student Assessment Collection, including the results of the trimester's on-demand tests. Each piece of the "Student Assessment Collection" (SAC) that is gathered for evaluation in the Benchmark assessments for each student will be evaluated by the classroom teacher for growth over time using criteria reviewed and approved by the faculty as a whole. One additional faculty member will review each (SAC) to establish

the validity of the overall evaluation. The faculty will also establish criteria for the evidence to be included in the SAC, a description of the dimensions to be evaluated, and criteria for determining levels of achievement for the collections as a whole, including a clearly defined “Mastery” level.

The Benchmark assessments primarily serve a “formative” function, and will provide a powerful, concrete, and results-focused opportunity for the faculty to refine the school’s vision and program, to help each other in their work with students, and to identify and address the needs of individual students in a timely way.

3.5 Portfolios

Consistent with our instructional philosophy, portfolios will give students opportunities for choice and to show their individual interests and talents. In addition to offering teachers a tool for gauging students' progress and their strengths and challenges, the portfolio design will include procedures to bring students and parents into the assessment process. By asking students to reflect on their own performance, we will empower them to recognize and be responsible for their own learning.

The full collection of evidence will lead to a student portfolio for teacher will use with students and parents, and the results for all students (with anonymous examples of the variety of student performances) can be used for accountability within the school community and with broader educational stakeholders.

3.6 Specific Standards That Students Must Demonstrate Proficiency In; Process School Will Use to Ensure That Students Meet the Statewide Performance Standards And Evidence Of Improved Pupil Learning

Each grade level teacher will identify, with review and approval by the faculty, one third of the specific state content standards for language arts, mathematics, history-social science, and science for instructional emphasis and student mastery in each trimester. Student progress will be assessed using a variety of ongoing classroom assessments, and at the end of the trimester, the Standards Master and Benchmark assessments. The time unit for demonstrating student learning is the trimester. The results of these assessments will be evaluated formatively to identify content in need of additional instruction and/or summative to identify and verify specific content mastered.

3.7 Assessment Schedule

ASSESSMENT FRAMEWORK	DESCRIPTION OF ASSESSMENT TOOL	DATE
PRE-POST TESTING	TEACHER-MADE TESTS/OBSERVATIONS	FALL/ SPRING

	PUBLISHER'S ASSESSMENTS	
ANNUAL	STATE TESTING & REPORTING SYSTEM CALIFORNIA WRITING TEST FOR GRADE 4 FITNESSGRAM FOR GRADE 5 CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (Annually or 30 days from enrollment)	SEPTEMBER
	EXIT INTERVIEWS	JUNE
	PERFORMANCE ASSIGNMENT	MAR/APR
BI-ANNUAL	Open Court Reading Unit Assessments Saxon Math Assessments	SEP/JAN
	THE WORK SAMPLING SYSTEM	ON-GOING
	DEVELOPMENTAL GUIDELINES & CHECKLIST	OCT/MAR
	PORTFOLIOS	FEBRUARY/ MAY
TRI-ANNUAL	SUMMARY REPORTS (PARENT CONFERENCES)	NOV/MAR/JUNE

The School will track and analyze the following factors that influence academic achievement and growth.

Measurable Outcomes	Expected Outcomes	Assessment Tools
Student Conduct	Average daily attendance of 95%	Student Records
	Tardiness will decrease each year by 5%	
	Suspensions/expulsions will decrease each year by 5%	
Parent Involvement	90% will attend on-going parent teacher	Running Records/Sign-In

	conferences during the year	Sheets
	90% will attend at least two parent workshops during the academic year	
	Participation of parents with children in special events/programs will increase 20% each year until 90% are involved	
	90% will join the Parent Teacher Association (PTA)	By the end of year three
	Parent attendance at performing arts events, science fairs, festivals, and forums will grow by 10% yearly beginning with 65% the first year	
Teacher Involvement	Participation in school planning/collaboration sessions will be measured by sign-in sheets	90% is required
Professional Development	100% attendance at the annual one-week retreat prior to school opening	Running Records/Sign-in Sheets
State-mandated standardized tests	California Standards Test (CST)	Students who are continuously enrolled for at least two years, and have at least one year of prior testing will improve performance by no less than one proficiency level until norm is reached.
Grade-level competency and continuing higher levels of proficiency	FOSS Assessment System (formative and summative) Open Court Reading Assessments Saxon Math Assessments	Students who are continuously enrolled for at least two years, and have at least one year of prior testing will improve performance by no less than (4)

		percentage points each year until grade level competency (70+) is reached, at which point students will improve at least by three (3) percentage points each year
Teacher Performance	Student attainment of CA standards as evidenced in benchmark assessment performance and test scores.	Comparison of Student designated test scores and percentages of students achieving benchmarks.
	Competence in pedagogy	Principal/ Peer/ Self Evaluations
	Professional Attitude	Parent/Student Surveys
	Effective teaching strategies	Adherence to terms of contract. Rating on WASSC Classroom Climate Pedagogy scale.
	Effective classroom management	Rating on WASSC Classroom Climate management scale.
Financial Solvency	No deficit in the operation budget after the initial two years of operating (time frame allows for start-up costs)	Independent Annual Audit Forecast Budget

3.8 Methods to ensure that all statewide standards are met and pupil assessments conducted

To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, WAYS shall conduct testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student

achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the school's performance in comparison to similar schools throughout the state, and provide the metrics for programmatic audits reported to the County and the California Department of Education (CDE).

3.9 Process school will use to ensure that students meet the statewide performance standards and evidence of improved student learning

Staff has identified what students should know (California state content standards) and what they should be able to do (performance standards) in all learning areas at critical points in their education (see Element 2). Steps in this process include: reviewing the school's mission, purpose, and expectations, reviewing state and district standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that students will demonstrate in each subject area, grade, or skill level.

Linking standards to curriculum and assessment: Standards, curriculum, and assessment are aligned with each other, with state guidelines, and with the school's educational goals. Professional development includes training in the use of data-driven decision -making and educators review the alignment of assessment and curriculum with the state content standards at least twice a year.

Determining assessments that will actually measure if curriculum has been learned and monitoring progress toward goals: This includes a combination of portfolios and assessments. Instruments used measure important student objectives and reflect the vision of the school but do not adversely affect the learner. Progress is objectively measured by the annual statewide assessments for each grade (CST, etc.) and by other adopted statewide assessments (CELDT, etc.). Classroom teachers may also measure achievement in a traditional manner, such as through quizzes, essays, tests, and exams.

The staff will:

- Set baseline expectations for incoming students (e.g., information from previous assessments);
- Recommend additional support if needed;
- Administer all assessments, including school, County, and state-required testing (e.g., STAR, proficiency tests, CST);
- Develop evaluative comparisons with similar populations using disaggregated data;
- Set priorities for professional development;
- Assist with the allocation of resources.

3.10 Process for Conducting Pupil assessment Pursuant to EC60602.5

WAYS will administer the CELDT, CST, and other state-mandated assessments as required. It will adhere to the administration protocols specified in the relevant State Department of Education bulletins.

3.11 Identification of the Grading Policy

Trimester progress reports will be issued identifying students' strengths, abilities, interests and areas for improvement. These progress reports will effectively summarize a student's development and progress in English Language Arts, English Language Development, Mathematics, Social Studies, Science, Working Skills, Human Relations and Life Skills and will reflect student's progress toward grade level state standards. The progress report, which lists strategies, attitudes and skills required in each area, along with a rating system, will be implemented. The following is an example:

- E = Exceeds Grade Level Expectations
- M = Meets Grade Level Expectations
- W = Working Toward Grade Level Standards
- R = Requires Assistance

Reading

- ___ Enjoys books and recognizes the power of text
- ___ Reads with grade level fluency
- ___ Uses phonics conventions to sound out unfamiliar words
- ___ Has a grade level appropriate sight vocabulary
- ___ Comprehends and absorbs written ideas
- ___ Uses text as a resource for gathering facts and ideas

Student-Parent Conferences will be held three times per year to discuss the students' development and progress and to set goals on how school and home can support and promote student's efforts toward achievement. The conferences will teach each student to take command of his/her development and learning. The portfolio-based conference allows a student to evaluate current levels of strength and weakness in all developmental areas (academics, creativity and artistic expression, critical thinking, social development and motor development). Students gather evidence of their aptitudes and skills, analyze the evidence, and then set goals for the next progress period (approximately a trimester).

Parents are invited to tri-yearly conferences where younger students (grades K – 1) display current levels of development in activities centers, and older students (grades 2 – 5) display current levels of development by presenting evidence of work and reflective analysis from their portfolios. Once parents have had the opportunity to observe their child's skills first hand, they will sit with their child and

teacher to discuss the student goals for the upcoming progress period, and develop a parent/teacher plan to support the child's attainment of those goals.

Portfolio-based student led conferences have proven to be an essential tool for nurturing student ownership of learning and development, as students are not simply included in the process of evaluation, but in fact put at the helm in the analysis and goal setting process. Additionally, this process involves parents directly in the observation and analysis of student development, and in supporting specific goals for growth. Student-Parent conferences allow each the student support team to celebrate each child's hard work, to share in the process of self reflection, and finally to set attainable goals for the coming months at school and home.

The overall focus of our reporting system (which includes report cards, Student-Parent Conferences and the six year [K – 5] cumulative portfolio) will be: 1) to offer parents information on their children's progress in a form they can understand and use effectively, 2) to certify the attainment of learning goals, and 3) to identify where additional work is needed and set appropriate goals and strategies. The development and refinement of our assessment tools will be continually evaluated and improved upon in order to meet the individual needs of our student population. Assessment tools and reporting systems are to be modified as the goals for students are further developed and evolving methodologies become incorporated into our educational program.

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests.

4 Governance

Wisdom Academy for Young Scientists' governance structure is set up to support the school's overall mission and vision with all stakeholders being involved on all levels of school governance.

As provided for in the California Corporations Code, the corporation is governed by a Board of Directors (Governing Board), whose members have a legal and fiduciary responsibility for the operation of the charter school. The primary purposes of the corporation are to manage, operate, guide, direct, support and promote WAYS and its mission. The governance structure is organized to serve the educational vision of the school by ensuring that decision-making is responsive to the charter school's needs and that staff are held responsible for student outcomes. To accomplish this, WAYS has a governance structure consisting of one major decision-making body, the WAYS Governing Board. Additionally, the Governing Board has hired Celerity Educational Group ("CEG") to take over day-to-day operations of WAYS pursuant to a charter management ("CMO") agreement between CEG and WAYS. A copy of the CMO agreement is attached hereto and incorporated herein. The Governing Board receives staff analysis of programs and recommendations by the WAYS Executive Director, in his or her capacity as the corporation's chief executive officer CEG.¹ Any reference to "CEO" or "Executive Director" in this or other charter documents means the Executive Director CEG.

Governing Board

The Governing Board makes all policy and business decisions affecting WAYS' legal, fiscal and corporate matters, not otherwise delegated, to ensure implementation of the charter. Currently, the Governing Board consists of five seven persons representing parents and community members. The number of members of the Governing Board may be changed from time to time as provided in the Bylaws of the corporation. The Governing Board is empowered to make oversight and financial decisions to uphold the mission of WAYS. The Governing Board is also responsible for appointing, evaluating, and compensating and, if necessary, replacing the Executive Director CEG. The Executive Director, as Chief Executive Officer of the corporation (with duties and responsibilities as delegated by the Board), CEG manages the day-to-day operations of WAYS. The Governing Board has adopted Bylaws consistent with the California Non-profit Corporations Code and this charter. To the extent any provision in the

¹ The initial charter petition presented in 2011 contained an error in the organizational chart for WAYS. That chart incorrectly included the paid executive director position within the "Board of Directors" box. Due to potential conflicts of interest, the paid Executive Director cannot be a member of the Board of Directors. Rather the Executive Director CEG is hired/evaluated/released directly by the Board of Directors. All other employees are hired through the Executive Director CEG. The organizational chart has been corrected.

bylaws is inconsistent with this charter or any MOU with the County, the charter and/or MOU prevails and the bylaws shall be revised accordingly.

WAYS shall comply with the Brown Act. The Governing Board of WAYS will meet monthly. The Notice of Governing Board Meetings, Agendas and Minutes will be posted in the main office on the information bulletin board as well as in common passing areas at a minimum of three days before the meeting.

Wisdom Academy for Young Scientists will operate as a DBA of the Merle Williamson Foundation (MWF), a non-profit corporation established in the State of California under the guidelines set forth by the state and in compliance with Federal laws establishing non-profit corporations. MWF has been granted tax-exempt status under section 501 (c) (3) of the Internal Revenue Code. An governing school board has been appointed. This board is responsible for developing and establishing a set of governing bylaws as required by laws that will apply to the Wisdom Academy of Young Scientists.

Members of the WAYS' executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and the County's Charter School policies and regulations regarding ethics and conflicts of interest. (Appendix B - Organizational Chart, Board Questionnaire and Resume).

WAYS and/or its non-profit corporation are a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

The County reserves the right to appoint a single representative to the charter school board pursuant to Education Code Section 47604(b).

4.1 Process Which Ensures Staff, Students and Other stakeholder Involvement

4.2 School Community

The School Community refers to all teachers, support staff, parents, students, administration and community representatives that are involved with the school. The School Community shall have an opportunity to be involved and participate in school wide matters. Opportunities to be involved on the board, advisory council, working committees, etc. are available for all of its members. Whole School Community meetings will be regularly scheduled at an hour that is conducive to parent participation.

4.3 Parents

Wisdom Academy for Young Scientists recognizes that parents and other family members are the most valuable people in each child's life and that they possess insights into the child's abilities and needs. Therefore, we feel that it is imperative that we work closely with them to develop the most successful and enriched

educational experiences possible for each child. Parent involvement is an important and integral part of our program. The following will be implemented at our school to accomplish this goal.

The office staff reviews with parents the Home-School agreement, at the time of enrollment. WAYS will encourage parents to sign an agreement indicating they understand and agree to the level of involvement necessary to optimize success for their child in our program. Teachers and parents will annually review and evaluate this agreement and make any necessary modifications

Parents are strongly encouraged to commit to school service and involvement at the requested amount of four hours per school month, in a manner, which is flexible with their work schedules. Parent's interests, skills and availability are discussed to determine how they can best serve the school community. Parents have the option of working in classrooms, on the playground and/or taking some work home to assist the teacher. Although there is no penalty to the student or family who does not meet this standard, a meeting with the parents will be scheduled to discuss the importance of their participation and solutions to those obstacles that are preventing the family from being involved at the school.

Parents will be asked to join the Parent Council, which will be developed and led by the parents. The parent group provides a forum for parents to gather for the purpose of coordinating parent volunteerism, fundraisers and activities that support the school program and goals.

Parents will be asked to form committees, when necessary to provide a forum for parent concerns and standard procedures to address concerns and initiate solutions to said concerns. This may involve working to assist in the development of school policies and procedures.

Parent workshops that share information on skills and techniques that can assist them in areas such as Core Knowledge Skills/Sequence, Standards Based Learning And Assessment, Literacy Development, Social Development And Effective Conflict Resolution, The Successful Learning Environment At Home And School, How To Promote Learning During The Summer, and the like, will be offered on a regular basis. These workshops are intended to help parents gain a greater understanding of our program and how they can work closely with us to help their child succeed in school.

Parents will be provided with information on an ongoing basis regarding the content of the educational program and on-going school meetings and events. Written material will be translated into Spanish to keep all of our families informed.

Staff will advise and consult with parents regarding the school's educational program at the orientation meetings and community discussions. Parents will be encouraged to reinforce the educational program by monitoring their child's progress, responding to written notices and reports, engaging in conversations with school personnel as needed and attending student-led conferences twice per year.

Our school will strive to ensure that parents and family are visible members of the school community. Room-parents responsible for setting up a telephone tree to keep parents informed will be established as part of our school.

Grievance Procedure for Parents and Students

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

WAYS will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504. WAYS will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

4.4 Student Involvement

Wisdom Academy for Young Scientists recognizes that the students themselves are the experts when it comes to knowing the interests, abilities and strengths, which they possess. Often times students' strengths are overlooked when they are compared to conventional success criteria. Our goal is to ensure that children know they are valued. We plan to meet our goals by identifying and building on strengths and by encouraging the development of additional skills and thereby implement the following:

Create and incorporate a curriculum that is experientially based in order to maintain a high level of intrinsic motivation in the student and build on his or her inner desire to learn.

Identify children's learning strengths, then use our findings to inform the creation of a powerful curriculum that utilizes these strengths, thus allowing children to experience the values of developing and employing skills mastery.

Build on each child's interests, experiences, culture awareness and appreciation, social skills, and their abilities in an effort to maximize their learning.

Cross curriculum will be offered that emphasis the importance of science now and in the future as it relates to our natural environment, sharing learning

experiences through assemblies, field trips and working on school community events, such as the annual “Science Fair.”

4.5 Teacher Involvement

Wisdom Academy for Young Scientists recognizes the importance of teacher input in matters that directly involve their classroom and student achievement. WAYS will strive to ensure that teachers become more involved in the governance of the school and the development and implementation of curriculum programs in the school. Therefore, the governance structure is set up to be inclusive of the teacher’s input and we have purposefully left room to further develop our curriculum, so that teachers along with parents could have some input into the instructional program.

Teachers participate as members of a collective in our ongoing program development, staff development and the administrative decision making process. They participate in designing and running staff development workshops, where teachers share experience and methodology with one another, overseen by the Academic Co-Principals. Through continuous analysis of our philosophy, and weekly reflection on our practices in action, our staff collective works toward greater unification.

Teachers will meet weekly after school with the principal to share concerns, communicate requests, discuss program goals, assess overall student progress, evaluate program effectiveness, develop plans to implement policies, and discuss individual student needs. Teachers will be encouraged to serve on working committees to provide input that will help shape policies and effect change.

4.6 Community Involvement

We recognize that Wisdom Academy for Young Scientists community is a part of a larger community and should therefore take more effective measures to make it possible for the community to become actively involved. To this end, WAYS has formed a working committee do the following:

Elect representatives from the scientific, business and educational community to serve on the School Board.

Continually seek community partnerships that will enhance the instructional program and support the vision and goals of the school.

Make concerted efforts to establish collegial relationships with the District’s elementary schools in the area, for the purpose of increased student achievement within the District.

4.7 Methods By Which Schools Consult With Parents and Teachers Regarding School’s Organizational Program

As part of the process of creating a small learning community where everyone has a sense of ownership and purpose, Wisdom Academy for Young Scientists

Board of Directors has been formed of parents, community members, and other stakeholders. Parent and teacher involvement will be ensured in the following manner.

A Site Council composed of teachers, parents and at least one student representative will meet monthly at the school to discuss school issues and policies.

Student-led conferences will be held at least biannually in order to facilitate communication among their business partners (parents), teachers, administration, and students; track the progress of the students; and develop any necessary interventions.

Parent/guardians will be encouraged to form committees that will plan events and fundraisers, review curriculum and policies, or get involved in other areas of interest consistent with the vision, mission, and policies of the school.

Wisdom Academy for Young Scientists staff will maintain open lines of communication at all times with parents. Beyond meeting with staff at student-led conferences, parents will be advised that teachers will be available for additional conferences as needed.

4.8 Decision-Making Process and Organizational Chart

An organizational chart is provided (See Appendix B). The school community and the established parent groups will be major stakeholders and vital participants in school governance. School committees needed to research and work on identified needs of the school will evolve from the school board and parent group. A Site Council that will offer information, support and resources to the Board will be developed within the 1st year of operation.

The Board of Wisdom Academy for Young Scientists will be made up of 5 – 15 members that include community member representatives. Paid employees of WAYS may not sit on the Governing Board of WAYS. The board members are made up of the founding parents, educators, and community members. (see Appendix C). The County reserves the right to appoint a single representative to serve on the Board pursuant to Education Code section 47604 (b). The remaining members will be nominated from the school community and outer community members, based on their expertise and desire to promote a quality educational program. These individuals may have backgrounds in areas such as business, law, fundraising, community outreach, finance, mental health, etc., along with their willingness to serve a needed role on the WAYS Board. During the term of this charter, WAYS will comply with the provisions of the Brown Act and Government Code section 1090, as those sections are amended from time to time. WAYS will email a copy of all meeting notices to the County's Charter Schools Office.

The Governing Board ultimately will be charged with assessing how the school is doing overall. The ~~Executive Director~~ CEG will provide an annual report to the Board of Directors of the Merle Williamson Foundation in April of each year. Once the Governing Board receives reports from CEG the administration, with

regards to the academic progress of the students, the level of parent involvement and the financial status of the school, it will review the information and ascertain whether recommendations need to be made or committees need to be formed to work on specific issues. These committees may examine closely the curriculum and staffing priorities for maximum effectiveness; identifying budgetary priorities involving the use of discretionary funds; evaluating the academic effectiveness of the school program, its administration and staff, and make recommendations for improvement, accordingly. These committees are established to implement the business of the Governing Board and to facilitate its functioning. Furthermore, the Governing Board facilitates communication and team building and acts as negotiator for disagreements.

Matters that arise concerning budgets, curriculum, school discipline, and other school matters will begin at the level of teachers and parents. The Governing Board may, from time to time, establish committees and working groups to develop a policy for the school regarding specific issues and present its findings to the Governing Board and the School Community. WAYS has adapted a set of detailed procedures and policies for all fiscal matters, which are outlined in Element I. Core policies that the board will adopt include:

- Fiscal Policies – how the school’s budget is drafted, approved and monitored; budget development calendar; staff roles related to fiscal issues.
- Instructional Program Policies – when necessary, establish formal policies to clarify or add specific/amend specific charter elements
- Personnel Policies – Establishes how the school recruits, hires, monitors, compensates, and dismisses staff. Policies will also be adopted that address state and federal labor laws related to non-discrimination, leaves, sexual harassment, and other matters. These policies will be adopted prior to hiring staff and will be drafted with legal consultation.
- Student and Parent Policies – how the school recruits orients, admits, disciplines, suspends, and expels students. These policies will also clarify parents’ roles and responsibilities.
- Legal Policies – Board members’ legal responsibilities, including conflict of interest, duty of care, confidentiality (See Appendix E).
- Internal Board Policies – Board composition and renewal/succession and to clarify any policy ambiguities
- Policy, policy – this policy will help to keep the policy development process at a minimum and describe how policies are made and revised.

The Governing Board will:

- Insure that the entire school is moving in the direction of the school vision.

- Serve as a clearinghouse for information to facilitate communication.
- Monitor committees to ensure progress toward goals and accomplishment of duties.
- Assist Administration in dealing with incoming information to the school and disseminating information to the School Community.

4.9 School board decisions

Board Members shall consider no business at any meeting at which a quorum is not present.

A quorum shall consist of a majority of the sitting voting members.

The board will make decisions using a majority vote (51% of the board members).

Board members who were not in favor of an approved motion must fully support the organization as it carries out the majority's decision.

Every member has the right to participate in the discussion and every designated voting member has the right to vote on all issues before the Board or any Board Committee.

The School Principal, with the support of staff, will develop and execute the school policies and develop and implement procedures consistent with such policies. The Principal will make decisions that govern ongoing operations, such as selection of curricular field trips, purchase of instructional materials and equipment, facilities, improvements and repairs, expenditures related to facilitation of instructional program and operation of school, etc. The Principal will make efforts to establish collaborative relationships with community members and organizations that will support the instructional program of the school. The job description for the Principal is found in Element 5 of this petition. The principal is responsible for designing and implementing the academic program. The teachers report to the principal, who in turn reports to the Executive Director **CEG**.

4.10 Assurance that Wisdom Academy for Young Scientists will comply with all laws

Wisdom Academy for Young Scientists affirms that it:

- Is not a conversion from a private school.
- Will be non-sectarian in our programs, practices and employment.
- Will not discriminate on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

- Will not charge tuition.
- Will continuously plan and strive to achieve a racial and ethnic balance that is reflective of the general population residing in Los Angeles County.
- Will not compel students to attend or teachers to be employed at the charter school.
- Will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Will adhere to minimum age requirements for the purposes of admission.

4.11 Amendments to charter

Following approval, the governing board of Wisdom Academy for Young Scientists may request from the County governing board an amendment of the charter at any time prior to expiration. Modifications to this charter agreement may be made only with the approval of the County Board of Education.

Expansion of the charter school beyond the initial configuration described in the approved petition, i.e., adding grade levels, increasing enrollment or adding new sites must formally be approved by the Board of Education prior to implementation. An amendment to the charter will be presented to the Charter School Board for approval. If the charter school wishes to use a calendar, which differs significantly from any of the District's calendars, or change the calendar, we will obtain County approval prior to implementation.

Responding to Inquiries

WAYS shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the County and shall consult with the County regarding any inquiries. WAYS acknowledges that it is subject to audit by the County including, without limitation, audit by the County.

If an allegation of waste, the County receives fraud or abuse related to the Charter School operations the Charter School shall be expected to cooperate with any investigation undertaken by the County and/or the Office of the Inspector General, Investigations Unit.

Notifications

Notification is to be made to the County of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by WAYS.

See Appendix B: Merle Williamson Foundation dba Wisdom Academy for Young Scientists Governance Structure

5 Employment Qualifications and Rights

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

Wisdom Academy for Young Scientists will select a group of professionals committed to the education of all children.

5.1 Process for Staff Selection

At Wisdom Academy for Young Scientists (WAYS), all staff shall be selected by an open, objective and competitive process. WAYS shall screen applicants for basic criteria, namely: credentials, team teaching ability/experience, years of experience, area of academic expertise. A Staff Selection Committee (SSC) initially made up of administration, board members and parents has been developed for the purpose of recruiting and hiring staff. After the initial teaching staff has been selected, teachers shall also be on the SSC. A panel of educational experts, board members and ~~the Executive Director~~ **CEG may all assist in** the search for the Principal.

Teacher candidates are asked to do the following:

- Submit a write up on their philosophy on teaching.
- Observe one of our teachers in class, fill out a questionnaire on their observation and participate in a short non-formal discussion with a few SSC members.
- Prepare and present a one -hour lesson to one of our classes (teachers and members of our SSC observe), followed by a short informal interview with SSC members.
- Participate in a formal interview with a majority of the SSC and all Principals.

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

persons who are committed to Wisdom Academy for Young Scientists philosophy.

The hiring process has been an ongoing process and has included:

Interviewing and collecting from applicants:

- Resume
- College transcripts
- References
- TB Clearance
- Department of Justice Clearance
- Credentials, licenses, etc.
- Verifying previous employment
- Selection of top candidate

5.2 Staff Recruitment Process

- Wisdom Academy for Young Scientists (WAYS) Hiring Committee will publicize openings in career and education websites, newspapers, Universities, in the local community and ask for referrals from community members and other stakeholders.
- Professional employees will be required to submit a resume and cover letter while classified hourly employees will fill out an employee application.

5.3 Job Descriptions for Positions

The following job descriptions outline key school positions, including qualifications and responsibilities. Job descriptions will be revised as necessary to reflect the needs of the school.

- ~~Executive Director~~ CEG
- Principal
- Vice (Assistant) Principal
- Director of Operations
- ESL Coordinator
- Special Education Coordinator
- Administrative Assistant
- Classroom Teachers
- Curriculum Specialist
- Resource Specialist Teacher
- Resource Specialist Teacher Aide
- Para-Professional

EXECUTIVE DIRECTOR**CELERITY EDUCATIONAL GROUP**

Purpose:

~~The Executive Director~~ Celerity Educational Group (“CEG”) is the charter management organization (“CMO”) for WAYS and functions as the school’s Executive Director. CEG is responsible for leading and managing the WAYS charter schools. ~~The Executive Director~~ CEG designs and executes a strategic plan to ensure the excellence, sustainability, and growth of the schools. As a WAYS in size and complexity, ~~an Executive Director~~ CEG is responsible for effectively managing and scaling an increasingly complex organization. ~~The Executive Director~~ CEG is an agent of the Merle Williamson Foundation Board of Directors and directly accountable to the Merle Williamson Foundation, for all WAYS business and operations. ~~The Executive Director~~ CEG will report to the Board of Directors and will manage the performance of school leaders and staff, and serves as the corporation’s Chief Executive Officer (“CEO”).²

² For purposes other than this charter and in the corporation’s annual Statement of Information filed with the Secretary of State, which requires the corporation to name individuals as corporate officers, the chair of the WAYS Board of Directors shall be named as the corporation’s President.

Qualifications:

~~Experience working with low-income communities, and in particular working with children from low-income backgrounds to achieve exceptional results in academics, sports, the arts, community service, etc.~~

~~A proven track record of success in building and/or managing a complex organization or enterprise (e.g., a high-performing school or network of schools, a successful non-profit or for-profit organization)~~

~~A willingness to travel, with significant travel during the initial training period required.~~

~~A minimum of a bachelor's degree from a four-year college or university.~~

Highly Preferred:

~~Experience leading a high-performing school serving children from low-income communities.~~

~~Familiarity with the local community, including the political, educational and philanthropic landscape.~~

~~Masters or Doctorate degree~~

Key Qualities, Knowledge, Skills, and Abilities:

The Executive Director shall **The WAYS Board of Directors has determined that CEG and its staff** demonstrate the following beliefs and have the following qualities:

Proves the Possible

- Possesses an unshakable, deeply held personal belief that children growing up in low-income communities can achieve at high levels and can demonstrate exceptional personal character.
- Makes decisions and enables other to make decisions based on what is best for students.

Drives Results

- Drives relentlessly to achieve exceptional outcomes on behalf of kids, and does so by demonstrating clear intellect, setting and achieving goals, and managing with grit and tenacity.
- Thrives in an entrepreneurial environment that involves high energy and rapid change.
- Constantly focuses on identifying opportunities to learn and grow, has a track record of strong change management in an organization, and proactively seeks to supplement strong instincts with new ideas and best practices.

Builds Relationships

- Operates with an exceptional level of self-awareness, humility and integrity in all interactions.
- Builds relationships marked by trust, integrity and respect, and does so with a variety of stakeholders including teachers, leaders, students, parents, donors, community members, and Board members.

Manages People

- Believes that the essential purpose of his/her work will be to support and develop leaders, teachers and staff members in order to ensure that outstanding teaching and learning takes place every day in WAYS classrooms.
- Inspires and effectively manages (directly and indirectly) staff to achieve extraordinary results, and offers a clear vision and direction for all staff members.

Provides Instructional Leadership and Manages Operations

- Establishes the academic vision and goals and takes ultimate responsible for ensuring instructional quality and academic performance.
- Increases the efficiency and effectiveness of operations in order to drive even stronger results in school performance.

As the leader of a WAYS, the Executive Director CEG is responsible for ensuring the high quality, strategic growth and operational sustainability of the school. In order to do so, the Executive Director's key responsibilities include: CEG shall perform the following comprehensive CMO services for WAYS, as more particularly described in the CMO Agreement attached hereto:

- *Selection of Principal.* CEG will ensure a new Principal, Vanessa Marroquin, Ed.D., is put in place at WAYS by November 2, 2014, whose resume is attached hereto.
- *New Board Members.* CEG will recruit and identify new qualified board members to serve on the WAYS board by December 1, 2014 (CEG has already identified several qualified candidates, whose bios are available upon request). CEG will interview the new WAYS board candidates, nominate and recommend them to the WAYS board for election, with the first batch of candidates to be recommended to the WAYS board by December 1, 2014.
- *Day to Day Management.* CEG will function as the Executive Director ("ED") of WAYS, and will provide all day-to-day ED services.
- *Board Meeting Support.* CEG will provide professional development and training for the WAYS board, and will prepare the agendas, agenda packets and minutes for each WAYS board meeting, as well as other board meeting support as needed.

- *Vendor Selection.* CEG will review and assist in the selection of each vendor used by WAYS, and will scrutinize in particular whether a proposed vendor is a related party to any person at WAYS.
- *General Authorizer Relations.* CEG will serve as a day-to-day contact person at WAYS for the LACOE Charter School Office. CEG will oversee any communication received by WAYS from the LACOE Charter School Office, so that such communication is promptly and fully addressed and responded to by WAYS.
- *Instructional School Leadership, Management and Operations.*
- *Participate in Student, Parent & Community Engagement Operations*
- *Identification, Recruitment, and Selection of Key WAYS Employees*
- *Identify and Develop Pool of Highly Qualified Teachers for WAYS*
- *Student Recruitment*
- *Master Program Planning*
- *Assist School to Secure Funding for Growth*
- *Charter Petition Renewal/ Modification Authorizer Review Process.* CEG will work directly with the LACOE Charter Schools Office on behalf of WAYS on any charter renewal, revision or review by LACOE.
- *Design and Implementation of Teacher Professional Development*
- *Oversight of Day-to-Day Instructional Operations*
- *Oversight of Food Program Operations*
- *Oversight of Emergency Procedures*
- *Oversight of Communications Technology*
- *Oversight of Special Education*
- *Oversight of Health Services*
- *Special Education Program Overall Guidance and Compliance*
- *Coordinate WAYS' Use of LACOE-approved Finance, Student, Achievement Data Systems*
- *Research, Application, and Acquisition of Competitive Grant Awards*
- *Assist WAYS to Identify/Negotiate/Finance of School Facilities*
- *Charter Market Analysis and Demographic Review*
- *Assist in Insurance Selection; Oversee Maintenance of Insurance; Insurance Fiscal and Claims Liaison*
- *Insurance Audits*

CEG is also responsible for the general duties of an Executive Director, including:

Developing and executing on the Merle Williamson Foundation and WAYS vision.

- Work with the local Board, key funders and partners, and the leadership team to develop a strategic vision and implementation plan to accomplish it.
- Set clear academic, growth, operational, and financial goals and manage to them; adapt as necessary given changes in internal and external environment
- Manage strong public transparency systems including public compliance and internal and external reporting.

Build a high-performing team of professionals that is able to support schools in their drive to deliver transformational educational outcomes for students.

- Recruit and develop future school leaders and a leadership team.
- Build and support a strong, cohesive culture that reflects core WAYS values and leads to a strong and aligned identity.
- Introduce strong and consistent accountability systems to ensure progress toward shared goals. Promote transparent decision-making processes and embrace distributive leadership principles over time.

Building the short and long-term organizational capacity and brand required for excellence, sustainability, and growth.

- Build staff capacity and infrastructure systems necessary to sustain the organization as scale and complexity grow. Develop organization-wide systems to meet the varied needs of a rapidly-growing organization, including financial management, budget planning, compliance, human resources (including teacher and school leader recruitment and development) contract negotiation, facilities management, vendor management, fundraising and marketing, legal, and information technology.
- Ensure that the organization has a viable long-term financial plan and a diversified and sustainable funding base. Manage development efforts to meet ambitious annual goals by identifying, cultivating, and soliciting public, individual and foundation sources of giving. In particular, ensure that schools are maximizing all public revenue sources.
- Oversee marketing efforts, branding initiatives, and advocacy work on behalf of the Merle Williamson Foundation and WAYS at local, state, and national levels.

~~The Executive Director will perform~~ Performing the role of Head of School with the following responsibilities.

- Provide management and support of individual School Leader(s) (including hiring/firing decision and management of transitions ~~with Board approval~~)
- Develop and oversee academic vision and priorities
- Provide oversight of the implementation and alignment of high-quality curriculum, assessment, data management, and other academic systems (including management of common core transition).
- Ensure school-wide talent planning and processes including performance management, onboarding, recruitment, etc.

Manage internal school review processes

- Ensure WAYS achieves annual and multi-year financial sustainability goals and budget results

Engaging Key constituents to build strategic support for WAYS.

- Develop a strong, engaged, and active local Board in close partnership with the Board chair.
- Build coalitions, relationships, and partnerships with key stakeholders in support of the organization's mission and goals. This group of stakeholders likely includes the local school district, charter authorizer, parents, donors, community members, and leaders of community and political organizations.

Follows and Implements Board-adopted Financial Policies and Procedures Handbook, as may be revised by the Board from time to time, and other Board direction, including but not limited to:

- Review the draft budget with financial consultant, making sure that the priorities of the school are reflected in the final budget recommended to the Board.
- Review the monthly budgets to actual comparisons prepared by the Financial Consultant and take any recommended actions as necessary.
- Recommend any budget adjustments as necessary to the Board.
- Approve purchase orders before they are issued to vendors.
- Ensure that new employee package is completed and accurately filled out prior to starting work, especially the I-9, Immigration and Naturalization Form, and W-4 Employee Tax Information.
- Ensure that employees follow the school policies and procedures that relate to them.
- Ensure that overtime worked by an employee is approved in advance.

- Before signing any check, make sure the documentation is attached and that the Check Request information is completely filled out with prior approvals attached.

Follow all Board-adopted check signing requirements.

~~EXECUTIVE DIRECTOR~~

~~Purpose:~~

~~The Executive Director is responsible for leading and managing the WAYS charter schools. The Executive Director designs and executes a strategic plan to ensure the excellence, sustainability, and growth of the schools. As a WAYS in size and complexity, an Executive Director is responsible for effectively managing and scaling an increasingly complex organization. The Executive Director is an agent of the Merle Williamson Foundation Board of Directors and directly accountable to the Merle Williamson Foundation, for all WAYS business and operations. The Executive Director will report to the Board of Directors and will manage the performance of school leaders and staff, and serves as the corporation's Chief Executive Officer ("CEO").~~

~~Qualifications:~~

- ~~Experience working with low-income communities, and in particular working with children from low-income backgrounds to achieve exceptional results in academics, sports, the arts, community service, etc.~~
- ~~A proven track record of success in building and/or managing a complex organization or enterprise (e.g., a high-performing school or network of schools, a successful non-profit or for-profit organization)~~
- ~~A willingness to travel, with significant travel during the initial training period required.~~
- ~~A minimum of a bachelor's degree from a four-year college or university.~~

~~Highly Preferred~~

- ~~Experience leading a high-performing school serving children from low-income communities.~~
- ~~Familiarity with the local community, including the political, educational and philanthropic landscape.~~
- ~~Masters or Doctorate degree~~

~~Key Qualities, Knowledge, Skills, and Abilities:~~

~~The Executive Director shall demonstrate the following beliefs and have the following qualities:~~

~~*Proves the Possible*~~

- ~~Possesses an unshakable, deeply held personal belief that children growing up in low-income communities can achieve at high levels and can demonstrate exceptional personal character.~~
- ~~Makes decisions and enables other to make decisions based on what is best for students.~~

~~*Drives Results*~~

- ~~• Drives relentlessly to achieve exceptional outcomes on behalf of kids, and does so by demonstrating clear intellect, setting and achieving goals, and managing with grit and tenacity.~~
- ~~• Thrives in an entrepreneurial environment that involves high energy and rapid change.~~
- ~~• Constantly focuses on identifying opportunities to learn and grow, has a track record of strong change management in an organization, and proactively seeks to supplement strong instincts with new ideas and best practices.~~

~~*Builds Relationships*~~

- ~~• Operates with an exceptional level of self-awareness, humility and integrity in all interactions.~~
- ~~• Builds relationships marked by trust, integrity and respect, and does so with a variety of stakeholders including teachers, leaders, students, parents, donors, community members, and Board members.~~

~~*Manages People*~~

- ~~• Believes that the essential purpose of his/her work will be to support and develop leaders, teachers and staff members in order to ensure that outstanding teaching and learning takes place every day in WAYS classrooms.~~
- ~~• Inspires and effectively manages (directly and indirectly) staff to achieve extraordinary results, and offers a clear vision and direction for all staff members.~~

~~*Provides Instructional Leadership and Manages Operations*~~

- ~~• Establishes the academic vision and goals and takes ultimate responsible for ensuring instructional quality and academic performance.~~
- ~~• Increases the efficiency and effectiveness of operations in order to drive even stronger results in school performance.~~

~~As the leader of a WAYS, the Executive Director is responsible for ensuring the high quality, strategic growth and operational sustainability of the school. In order to do so, the Executive Director's key responsibilities include:~~

~~*Developing and executing on the Merle Williamson Foundation and WAYS vision.*~~

- ~~• Work with the local Board, key funders and partners, and the leadership team to develop a strategic vision and implementation plan to accomplish it.~~
- ~~• Set clear academic, growth, operational, and financial goals and manage to them; adapt as necessary given changes in internal and external environment~~
- ~~• Manage strong public transparency systems including public compliance and internal and external reporting.~~

~~*Build a high-performing team of professionals that is able to support schools in their drive to deliver transformational educational outcomes for students.*~~

- ~~● Recruit and develop future school leaders and a leadership team.~~
- ~~● Build and support a strong, cohesive culture that reflects core WAYS values and leads to a strong and aligned identity.~~
- ~~● Introduce strong and consistent accountability systems to ensure progress toward shared goals. Promote transparent decision-making processes and embrace distributive leadership principles over time.~~

~~*Building the short and long-term organizational capacity and brand required for excellence, sustainability, and growth.*~~

- ~~● Build staff capacity and infrastructure systems necessary to sustain the organization as scale and complexity grow. Develop organization-wide systems to meet the varied needs of a rapidly-growing organization, including financial management, budget planning, compliance, human resources (including teacher and school leader recruitment and development) contract negotiation, facilities management, vendor management, fundraising and marketing, legal, and information technology.~~
- ~~● Ensure that the organization has a viable long-term financial plan and a diversified and sustainable funding base. Manage development efforts to meet ambitious annual goals by identifying, cultivating, and soliciting public, individual and foundation sources of giving. In particular, ensure that schools are maximizing all public revenue sources.~~
- ~~● Oversee marketing efforts, branding initiatives, and advocacy work on behalf of the Merle Williamson Foundation and WAYS at local, state, and national levels.~~

~~*The Executive Director will perform the role of Head of School with the following responsibilities:*~~

- ~~● Provide management and support of individual School Leader(s) (including hiring/firing decision and management of transitions with Board approval)~~
- ~~● Develop and oversee academic vision and priorities~~
- ~~● Provide oversight of the implementation and alignment of high-quality curriculum, assessment, data management, and other academic systems (including management of common core transition).~~
- ~~● Ensure school-wide talent planning and processes including performance management, onboarding, recruitment, etc.~~
- ~~● Manage internal school review processes~~
- ~~● Ensure WAYS achieves annual and multi-year financial sustainability goals and budget results~~

~~*Engaging Key constituents to build strategic support for WAYS:*~~

- ~~● Develop a strong, engaged, and active local Board in close partnership with the Board chair.~~

- ~~Build coalitions, relationships, and partnerships with key stakeholders in support of the organization's mission and goals. This group of stakeholders likely includes the local school district, charter authorizer, parents, donors, community members, and leaders of community and political organizations.~~

PRINCIPAL

Purpose:

The position of Principal is a Full time/Exempt position/with an at-will-work agreement. Candidate must have proven experience in educational leadership, educational vision for and experience and success with at-risk children, demonstrated ability in program design and/or development, entrepreneurial, and interest and commitment to educational reform.

Qualifications:

- Bachelor's degree from an accredited institution; and
- California Teaching Credential; CLAD or BCLAD
- California Administrative Services Credential
- Masters Degree

The primary roles and responsibilities of the Principal shall include/but are not limited to:

- The Principal is responsible for instructional leadership, including developing school direction, in collaboration with the Director of Operations and ~~Executive Director~~ CEG, consistent with WAYS needs and goals.
- The Principal is responsible for setting and maintaining high standards for student performance. The Principal is responsible for enabling the school to meet the improvement standards and other goals and obligations established in the charter.
- The Principal shall cooperate, with prior approval from the ~~Executive Director~~ CEG, with outside evaluators in their efforts to assess the school's performance by establishing strong systems for data management and analysis and making the same available to the evaluators. The Principal shall assist the ~~Executive Director~~ CEG in developing and implementing a school accountability plan.
- The Principal must ensure smooth running of daily school operations, which includes managing crises effectively, maintaining discipline and order in the school and most importantly ensuring the overall safety and security of the school.
- The Principal, in constant collaboration with all stakeholders, shall be the lead person in the implementation of WAYS discipline policies.
- The Principal is responsible for managing staff and employees at all school sites. Managing staff includes utilizing each employee in an effective manner as well as evaluating and responding to professional

development needs. The Principal must also conduct periodic evaluations on performance and give feedback in a timely manner.

- The Principal must develop and manage relationships with parents, family and students including monitoring student status and progress and ensuring that students are aware of progress.
- The Principal is expected to be committed to the school's mission, vision and policies and to promote and enforce the same in concert with the ~~Executive Director~~ CEG.
- The Principal will attend and prepare a report for each scheduled WAYS board meeting. The report will take into consideration the school accountability plan.
- The Principal will assist the ~~Executive Director~~ CEG by helping to edit and or write grants.
- The Principal will work in collaboration with the Director of Operations in developing and proposing an annual budget for the fiscal year with input from faculty and parents and present it to the ~~Executive Director~~ CEG.
- Prepare regular student achievement reports
- Recruit, evaluate and manage staff including instructional consultants, certificated teaching staff, classified staff and special programs classified assistants.
- Develop, coordinate and assess instructional programs including standards based core curriculum intervention programs special education program master plan for English Learner students.
- Supervise school wide curriculum and assessment mapping including regular student achievement data analysis.
- Develop Master Schedule in alignment with instructional program needs and supervise implementation of schedule.
- Manage and direct safe school program including emergency operations and student discipline.
- Develop and implement relevant and meaningful professional development for instructional personnel.
- Supervise implementation and or implement school policies.
- Supervise and support all compliance related reporting including categorical programs (Title, Bilingual) Civil Rights Compliance, Federal Meal Program.
- Supervise and support the maintenance of all Enrollment and admissions procedures and records as well attendance procedures and records.
- Facilitate the development of school wide vision goal setting and positive school culture.
- Train and coach teaching staff on school wide teaching and learning practices.
- Coordinate and support parent workshops, parent participation programs and family evaluations.

VICE (ASSISTANT) PRINCIPAL

Purpose:

The position of Vice (Assistant) Principal is a Full time/Exempt position/with an at-will-work agreement. The Vice Principal is responsible for assisting the school principal in the leadership, coordination, supervision and management of the school program and operation.

Qualifications:

- Bachelor's degree from an accredited institution; and
- California Teaching Credential; CLAD or BCLAD
- California Administrative Services Credential
- Masters Degree

The primary roles and responsibilities of the Principal shall include/but are not limited to:

- Assist the principal in developing and maintaining an effective educational program consistent with State and Federal guidelines and the philosophy, policies and goals of the School Board; meeting and conferring with students, parents, faculty and staff; maintaining records and files; preparing reports.
- Assist the principal in the overall administration of the school; interpret and enforce school and school division policies and regulations of the school and its authorizer - LACOE.
- Assist the principal in the transformation of the school culture into a results-oriented collaborative learning community.
- Support the principal in the collaborative development, implementation, and ongoing refinement of the school's Plan for Continuous Improvement.
- Ensure implementation of the Board-approved WAYS' curriculum.
- Assist the principal in monitoring compliance with federal, state, and local mandates and guidelines related to local and state testing programs and the local special education program.
- Assist the principal in planning and implementing a professional development/growth program for teachers and staff.
- Serve as principal in the absence of the regular principal.
- Propose schedules of classes and extracurricular activities; help schedule courses, students and teachers.
- Work with department heads and faculty in compiling the annual budget requests.
- Requisition supplies, textbooks, and equipment, conduct inventories, maintain records, and check on receipts for such material.
- Assist in coordinating transportation, custodial, cafeteria, and other school support services; help conduct safety inspections and safety drill practice activities.
- Assist in the reporting and monitoring of student attendance.
- Assist in maintaining discipline throughout the student body; deal with special cases as necessary.

- Serve with parents, faculty, and student groups, as requested, in advancing educational and related activities and objectives.
- Maintain a variety of files; prepare periodic and special reports as required.
- Identify the special needs of students on a regular basis, seeking the assistance of school system specialists as required.
- Supervise teachers and departments as assigned by the principal.
- Explain and interpret division-wide curriculum/instructional goals and objectives to teachers, parents, pupils, and the community.
- Assist in the planning and implementation of a systematic method of supervising the instructional program through the use of learning walks, observations, documentations, and follow-up conferences.
- Assist teachers in evaluating methods and materials and developing effective learning plans and classroom management techniques.
- Assist in the coordination and supervision of guidance services.
- Maintain and model high standards of professionalism.
- Perform related work as required.

DIRECTOR OF OPERATIONS

Purpose:

The position of Director of Operations is a Full time/Exempt position/with an at-will-work agreement. Under direct supervision of ~~the Executive Director~~ CEG, and in collaboration with the Principal: The Director of Operations is responsible for planning, coordinating, and supervising the day-to-day business operations of the organization; and is responsible to plan, organize; prepare, develop, monitor, review, analyze, maintain and adjust the organizations budgets, funds, and accounts; coordinate, direct, and participate in financial record-keeping and related auditing functions to assure accurate and timely accounting and reporting of funds and budgets.

Qualifications:

- B.A. or B.S. degree from a recognized four-year college.
- Three years broad, varied and increasingly responsible experience with budgeting, computer information systems, and organizational procedures.
- Possession of a Certified Public Accountant (CPA) License is highly desirable;
- Two years of experience in finance or accounting work;
- At least one years in a management/supervisory position involving policy development, and budget preparation.
- Charter school experience desirable.

Knowledge, Skills, Abilities:

- Knowledge of principles, methods and procedures, related to purchasing, operation, safety, computer networking programs, food service, budgeting and accounting, electronic data processing techniques and methods, purchasing and inventory control systems;
- Knowledge of principles, methods, techniques and strategies of organization, management and supervision; Knowledge of law, policies and regulations pertaining to youth and employee records;
- Preparation of financial and statistical documents and reports;
- Analyze student achievement data, draw logical conclusions and prepare comprehensive reports;
- Deal effectively and graciously with situations requiring tact and judgment;
- Exercise patience, common sense, and good humor to thrive within the pressures, competing priorities and demands of a school office environment.

The primary roles and responsibilities of the Director of Operations shall include/but are not limited to:

- Prepares necessary documentation to hire, upgrade, terminate or authorize special payments to staff.
- Processes Department of Justice Live Scan appointments; may be designated to be the Custodian of Records, and monitor Live Scan results.
- Plans and coordinates arrangements for school and community activities; acts as liaison between school and other schools, the Charter Authorizer, outside agencies, the parents, and the public at large.
- Develops, implements, and monitors work policies, practices, systems, and methods that are effective, efficient, and consistent with Charter School standards, policies, and procedures.
- Collaborates with the school Principal to coordinate master calendar of meetings and events.
- Investigates circumstances of employee on-the-job injuries; prepares required documentation; and reports safety hazards.
- Scrutinizes facility wear and tear and makes recommendations as to facility improvement.
- Monitors accountability timelines and coordinates timely completion of administrative/clerical tasks.
- Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly.
- Finance: Plans, coordinates, supervises and administers the financial operations of the Charter School, including accounting, budgeting and

payroll as specified in Board-approved Financial Policies and Procedures Handbook;

- Assures compliance with policies, practices and procedures; plans, organizes, coordinates, administers, integrates, evaluates and controls such functions as accounting, budgeting and payroll for the Charter School;
- Gathers, reviews, compiles, organizes, coordinates, analyzes and integrates all accounting functions, statistical analyses and financial reports;
- Provides leadership and works with staff to develop and retain highly competent, service-oriented staff through training and management practices;
- Participates in various budget review sessions and incorporates revisions; reviews, evaluates and within level of authority, approves requisitions and invoices and monitors expenditures to appropriate funds or accounts;
- Plans, organizes, coordinates and supervises internal and external auditing functions;
- Advises Board Members, ~~Executive Director~~ CEG, and management regarding financially related issues;
- Confers with representatives of private firms, other governmental agencies, legal authorities and the public in regard to matters affecting financial services;

Establishes and maintains effective working relationships with federal, state, county and District staff; perform other duties as assigned.

Follows and Implements Board-adopted Financial Policies and Procedures Handbook, as may be revised by the Board from time to time, and follows other direction from ~~Executive Director~~ CEG and the Board, including but not limited to:

- Provide all staff with time sheet, sign-in sheet, time card, and other employee package items necessary to accurately complete information for payroll and benefit accrual.
- Collect all the time sheets.
- Verify that the time recorded on the time sheet corresponds with the time clock records. Refer unexplained discrepancies to the ~~Executive Director~~ CEG.
- Verify all pay checks to ensure accuracy. Verify the accuracy of payroll reports. Distribute paychecks to employees.
- Maintain Personnel files.
- Verify accuracy of vendor invoices to ensure all approvals and contracts are in place, and that goods or services were actually provided to the

school. Ensure that services or goods were actually delivered as ordered, the amounts billed are agreed to, the bill was not previously paid, and the invoice is not a duplicate or copy.

- Ensure invoices are charged to the correct budget line item (account number and object code) by completing a Check Request form, attaching the invoice. Report any discrepancy between an invoice and purchase order to the Executive Director CEG.

~~DIRECTOR OF OPERATIONS, FINANCIAL MANAGER~~

~~Purpose:~~

~~The position of Director of Operations is a Full time/Exempt position with an at-will work agreement. Under direct supervision of the Executive Director, and in collaboration with the Principal: The Director of Operations is responsible for planning, coordinating, and supervising the day-to-day business operations of the organization; and is responsible to plan, organize; prepare, develop, monitor, review, analyze, maintain and adjust the organizations budgets, funds, and accounts; coordinate, direct, and participate in financial record-keeping and related auditing functions to assure accurate and timely accounting and reporting of funds and budgets.~~

~~Qualifications:~~

- ~~B.A. or B.S. degree from a recognized four-year college.~~
- ~~Three years broad, varied and increasingly responsible experience with budgeting, computer information systems, and organizational procedures.~~
- ~~Possession of a Certified Public Accountant (CPA) License is highly desirable;~~
- ~~Two years of experience in finance or accounting work;~~
- ~~At least one years in a management/supervisory position involving policy development, and budget preparation.~~
- ~~Charter school experience desirable.~~

~~Knowledge, Skills, Abilities:~~

- ~~Knowledge of principles, methods and procedures, related to purchasing, operation, safety, computer networking programs, food service, budgeting and accounting, electronic data processing techniques and methods, purchasing and inventory control systems;~~
- ~~Knowledge of principles, methods, techniques and strategies of organization, management and supervision; Knowledge of law, policies and regulations pertaining to youth and employee records;~~
- ~~Preparation of financial and statistical documents and reports;~~
- ~~Analyze student achievement data, draw logical conclusions and prepare comprehensive reports;~~
- ~~Deal effectively and graciously with situations requiring tact and judgment;~~
- ~~Exercise patience, common sense, and good humor to thrive within the pressures, competing priorities and demands of a school office~~

environment.

~~The primary roles and responsibilities of the Director of Operations shall include/but are not limited to:~~

- ~~● Prepares necessary documentation to hire, upgrade, terminate or authorize special payments to staff.~~
- ~~● Processes Department of Justice Live Scan appointments; may be designated to be the Custodian of Records, and monitor Live Scan results.~~
- ~~● Plans and coordinates arrangements for school and community activities; acts as liaison between school and other schools, the Charter Authorizer, outside agencies, the parents, and the public at large.~~
- ~~● Develops, implements, and monitors work policies, practices, systems, and methods that are effective, efficient, and consistent with Charter School standards, policies, and procedures.~~
- ~~● Collaborates with the school Principal to coordinate master calendar of meetings and events.~~
- ~~● Investigates circumstances of employee on the job injuries; prepares required documentation; and reports safety hazards.~~
- ~~● Scrutinizes facility wear and tear and makes recommendations as to facility improvement.~~
- ~~● Monitors accountability timelines and coordinates timely completion of administrative/clerical tasks.~~
- ~~● Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly.~~
- ~~● Finance: Plans, coordinates, supervises and administers the financial operations of the Charter School, including accounting, budgeting and payroll;~~
- ~~● Assures compliance with policies, practices and procedures; plans, organizes, coordinates, administers, integrates, evaluates and controls such functions as accounting, budgeting and payroll for the Charter School;~~
- ~~● Gathers, reviews, compiles, organizes, coordinates, analyzes and integrates all accounting functions, statistical analyses and financial reports;~~
- ~~● Provides leadership and works with staff to develop and retain highly competent, service-oriented staff through training and management practices;~~
- ~~● Participates in various budget review sessions and incorporates revisions; reviews, evaluates and within level of authority, approves requisitions and invoices and monitors expenditures to appropriate funds or accounts;~~
- ~~● Plans, organizes, coordinates and supervises internal and external auditing functions;~~
- ~~● Advises Board Members, Executive Director, and management regarding financially related issues;~~
- ~~● Confers with representatives of private firms, other governmental~~

~~agencies, legal authorities and the public in regard to matters affecting financial services;~~

- ~~• Establishes and maintains effective working relationships with federal, state, county and District staff; perform other duties as assigned.~~

SPECIAL EDUCATION COORDINATOR

Purpose:

The Special Education Coordinator will provide leadership and professional development to drive the special education program at all sites, and ensure compliance to established policies, procedures and/or regulations.

The Special Education Coordinator reports to and is evaluated by the Principal

Qualifications:

- Bachelor's degree from an accredited institution; Masters or Doctorate degree preferred.
- California Teaching Credential; CLAD or BCLAD; highly-qualified status according to NCLB
- Possession of a valid California credential for Level I or Level II Education Specialist (Mild/Moderate) credential with Autism Authorization preferred.
- Demonstrated success teaching students from educationally-underserved areas
- Two years of successful and demonstrated case management skills required
- Four years of successful, full-time teaching experience in Special Education preferred
- Knowledge of state and federal special education policy, laws, and regulations.
- Knowledge of computer-based IEP programs
- Excellent organizational, planning, and implementation skills
- Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment
- Relentlessly results-oriented
- Ability to communicate and interact effectively with multiple constituencies
- Excellent written, communication and presentation skills
- High proficiency in Microsoft Excel, PowerPoint, Word, and Outlook
- Initiative, leadership and tenacity
- Ability to stay positive through challenges
- Detail-oriented team player willing to roll up sleeves and get the job done
- Unquestioned integrity and commitment to WAYS mission.

Responsibilities:

- Manage all IEPs at all sites and be responsible for all IEP development, including IEP meeting coordination and facilitation.
- Develop related goals and objectives and recommend policies, planning, and implementation by working with school staff to meet the needs of

students with special needs.

- Serve as a resource for information regarding special education services, programs and policies and ensure that procedures are appropriate in relation to policies required by local SELPA, state, and federal regulatory requirements.
- Analyze data, plan activities, monitor programs/services, respond to others and consult with teachers, administrators and WAYS staff.
- Address other duties and processes required to maintain the school's program of services and compliance for all sites.
- Maintain knowledge of current Special Education regulations and best practices
- Support general education teachers and administrators in implementation of appropriate strategies to meet the needs of students with IEPs
- Support implementation of accommodations and modifications for students with IEPs in the general education classroom and during Special Education service time
- Analyze assessment results to drive instruction and IEP development
- Develop and assist with appropriate behavior management techniques for students with special needs
- Train and evaluate all Special Education Instructional Aides
- Develop IEPs in accordance with federal, state and district standards
- Create and maintain Special Education documentation and reports as required by federal, state and district regulations
- Ensure IEP timeline compliance of all caseload
- Administer formal academic assessments
- Analyze and report on results of academic assessments
- Write academic reports for Initial and Triennial IEPs
- Manage relationships with instructional consultants to ensure students receive all individually--prescribed IEPs services (i.e. Occupational Therapy, Language and Speech, etc.)
- Coordinate formal assessments for related services with WAYS providers and instructional consultants
- Schedule and facilitate IEP meetings in a collaborative and professional manner
- Provide direct services to students with special needs
- Develop positive relationships with parents and families in order to engage them in the IEP process and keep them apprised of student progress
- Influence the RTI and SST process
- Provide special education program leadership at all sites
- Manage and/or assist with the development of 504 plans at all sites
- Develop and provide ongoing professional development for general and special education staff and administrators
- Assist in the preparation of Informal Dispute Resolution, mediation and due process material.

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM COORDINATOR

Purpose:

The ESL Program Coordinator will provide curriculum and instruction support to all WAYS school sites as they work to ensure that each student is able to reach his or her academic potential. The ESL Program Coordinator is responsible for six main areas: a) development of English Language Arts standards and assessments, b) analyzing data in order to modify curriculum and assessment to meet students' needs, c) providing professional development to support the sharing of best practices and use of English Language Learner support strategies in all content areas, d) ensuring compliance with federal and state ESL program requirements, e) working with school leaders (principals, assistant principals, grade level and department chairs) to support school based teacher coaching and f) directly coaching teachers to support the development of each teacher's reading and writing instructional pedagogy. The ESL Program Coordinator will work collaboratively with other content area coordinators, the Assistant Principal and the Special Education Program Coordinator, to advise principals and teachers on developing instructional strategies and intervention programs to support the learning of all students. The ESL Program Coordinator reports to and is evaluated by the Principal.

Qualifications:

- Bachelor's degree (required), master's degree (preferred)
- At least 3 years of experience teaching reading or writing to historically underserved students in grades K-5 required; 5 years or more of teaching experience in grades K-5 preferred and ESL certification a plus
- Prior experience in aligning standards and creating common assessments and in leading adults in the creation of curricula;
- Experience leading professional development or teacher collaboration;
- Experience in analyzing data and using results to modify curricula to ensure increased student mastery;
- Strong knowledge of literacy content area and pedagogical practices to ensure high level engagement and academic mastery for students with low academic performance
- Achieved significant academic gains as a teacher in his or her own right;
- Experience with teaching in an ESL setting using sheltered instruction pedagogy and working with DELAC committees
- Prior experience developing units and lessons with the end goal in mind, using standards to develop lessons and familiarity with multiple forms of assessment;
- Knowledge of and experience with backwards designed curricular models and preferably Understanding by Design ®
- Multi-faceted, multi-skilled, resourceful, and willing to do whatever it takes to help our students reach a level of academic excellence

- Possess an entrepreneurial spirit, be flexible, willing and able to play different roles at the school, and to go above and beyond to meet the varied and constant needs of the students of WAYS.
- Model positive and healthy character traits and habits, such as being organized, consistent and understanding
- Excellent organizational, communication and facilitation skills
- Comfort and willingness to actively participate in school community as staff, including, but not limited to: team and all staff meetings, traveling to conferences and recruitment events, tutoring students, and chaperoning school trips.
- Unquestioned integrity and commitment to the WAYS mission and willingness to serve the WAYS community
- Spanish bilingual a plus

Responsibilities:

- Work with teachers, school leaders, and grade level leaders to create and improve aligned reading and writing curriculum resources:
 - Common and K-5 vertically aligned local standards that address state and national standards
 - Common assessments aligned to local, state and college readiness standards
- Work with the Academic team on the implementation of network-wide assessments
- Analyze student achievement data
- Work collaboratively with school leaders to make instructional decisions based on student performance
- Collaborate with principals in determining appropriate resources and support for teachers
 - Cultivating a standards-based, data and results-oriented culture
 - Provide feedback on scope and sequences, unit plans, lessons and assessments that align with WAYS college readiness standards
 - Model teaching
- Serve as an expert in national trends and best practices in literacy curriculum development and instructional strategy for historically underachieving students
- Secure external resources, professional development and materials to support individual literacy teachers, literacy teams and school teams
- As a leader on the academic team, make recommendations on best practices for supporting curriculum alignment across all grade levels, courses and individual schools
- Lead and facilitate professional development around analyzing data, planning and instructional best practices in reading and writing for Literacy teachers and ELL support strategies for teachers in all content areas.
- Evaluate the current ESL program and determine next steps to improve the quality and implementation of the program

- Monitor ESL program compliance and provide training for teachers and school leaders on DELAC, ESL, and all applicable program requirements
- Provide differentiated instructional coaching in literacy as determined in collaboration with school leaders that could include:
 - Observe teachers and provide specific strategies for improved instructional delivery

ADMINISTRATIVE ASSISTANT

Purpose:

The position of the Administrative Assistant is a full time Exempt Supervisory position with an at-will work agreement. Manages the school office and is responsible for the supervision of the clerical activities of the school.

Qualifications:

- Commitment to the Mission and Vision of WAYS and the success of the organization.
- Proficient with Microsoft Word, Excel, Access, Adobe, Photoshop, Access, and Outlook.
- Graduation from high school, an Associate of Arts degree from a recognized two year college or 60 semester or equivalent quarter units from a recognized college or university is preferred, Bachelors Degree from an accredited four-year university preferred.
- Two years of experience in clerical work or related field.
- Bilingual Spanish/English

Knowledge, Skills, Ability:

- Plan and supervise clerical work for maximum efficiency in the utilization of staff, including scheduling, establishing priorities, and responding to problems.
- Prepares school reports such as attendance reports and payroll
- Deal tactfully with administrators, employees, parents, students, and the public
- Demonstrate initiative and good judgment while working under pressure and frequent interruptions
- Train clerical employees and evaluate performance
- Interpret regulations and policies
- Obtain and impart information tactfully and accurately
- Understand, interpret, and apply pertinent laws, rules, regulations, and procedures
- Organize files and keep accurate records
- Work effectively with employees, students, and the public
- Use a personal computer to input, edit, extract, and format data and information
- Produce, retrieve, and store word-processing and email documents.
- Communicate effectively orally and in writing
- Type rapidly and accurately using a computer keyboard

Specific Duties:

- Supervises the enrollment, transfer, discharge, and readmission process for students and the preparation of related records and files.
- Supervises the preparation of student enrollment and attendance report.
- Supervises the maintenance of student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents.
- Supervises student medication dispensation and injury reports.
- Supervises Requisitions, receives, and distributes/stores classroom, school office and Work Room materials and supplies; maintains ongoing inventory; processes packing slips.
- Prepares and processes field trip requests.
- Maintains school web site.
- Assists in writing, translating (if bilingual), publication, and distribution of weekly school newsletter.
- Plans, establishes, and supervises the implementation of clerical procedures to insure timely preparation and submission of reports and records.
- Supervises clerical work related to such matters as enrollment, attendance, curriculum, personnel, organization, budgeting, accidents, student grades, special programs, time reporting, and requisitions and purchase orders for supplies and equipment.
- Reviews communications, bulletins, reports, and other items, advises on necessary actions and provides information to school personnel, parents, students, and others.
- Interprets County and school policies, and coordinates and provides approved information to parents, students, school personnel, and the public.
- Prepares a variety of letters, memos, forms, reports, arithmetical summaries, and other material, typically using computer software.
- Compiles, interprets, and codes data from various sources; enters data utilizing computer systems and programs for functions such as procurement, finance, student attendance, and personnel; and prepares related reports.
- Checks forms and records for completeness and accuracy.
- Maintains files, records, and other information.
- Responds to employee/public inquiries by telephone and in person to provide or request information.
- Orders, receives, and distributes office supplies.
- Receives, sorts, and distributes incoming and outgoing correspondence.
- Operates a variety of office equipment, e.g., computers, printers, copiers, calculators, typewriters, microfilm machines, facsimile machines, etc.

CLASSROOM TEACHER

Job Purpose:

To provide an appropriate educational atmosphere, which encourages positive student learning and to participate in a dynamic setting with other classroom teachers, administrators, instructional teams and other staff members in the development and implementation of the school's programs and goals.

Qualifications:

- Bachelor's degree from an accredited institution; and
- California Teaching Credential; CLAD or BCLAD; highly-qualified status according to NCLB

Knowledge, Skills, Ability:

- Knowledge of prescribed curriculum and child development
- Ability to communicate effectively using written and oral communication skills
- Knowledge of current research
- Basic knowledge of technology; planning and organizational skills
- Manage the classroom and supervise students
- Skill in analyzing, diagnosing and evaluating student progress and programs
- Knowledge of varied learning styles
- Use effective, positive interpersonal skills
- Commit to a core set of belief established in our Charter about teaching, learning, and ongoing professional development.

Job Duties and Responsibilities:

- Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.
- Participates in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement.
- Fosters a classroom climate conducive to learning.
- Plans instruction, sets goals and implements the specified curriculum
- Assist all students in achieving academic standards and establishing high expectations.
- Monitors students' progress towards achieving instructional objectives and goals.
- Works with students, instructional teams, parents and administrators to develop individual learning plans, independent study programs and academic remediation processes.
- Utilizes classroom management techniques conducive to an effective classroom climate.
- Maintains complete and accurate student academic and disciplinary records.
- Shows sensitivity to students, parents and the community and promotes student self esteem.

- Maintains professional relationship between school and parents.
- Maintains contact with parents through parent-teacher conferences, telephone, or written communications.
- Encourages parental involvement through school activities, connecting home and school.
- Integrate the use of technology and multimedia in the classroom.
- Follow federal and state laws, as well as the letter and the spirit of the Charter and the Governing Board policies and directives from the Principal/Designee.

Minimum Performance Expectations:

- **Programs of Study:** Bases instruction on adopted curricular for the school and the charter; demonstrates accurate and current knowledge in subject field; develops appropriate lessons to teach instructional objectives; employs a variety of instructional strategies to augment achievement; uses content scope and sequence in planning.
- **Classroom Climate:** Provides an atmosphere conducive to learning consistent with established school discipline procedures; encourages students' attendance; sets high positive expectations for student performance; accommodates individual learning differences.
- **Management Systems:** Organizes teaching strategies to maximize allocated instructional time to increase student learning.
- Provides relevant examples and demonstrations to illustrate concepts and skills; provides instructional pacing that ensures student understanding.
- Incorporates higher level thinking skills; provides remediation activities for students; integrates a variety of technology applications and learning tools to augment student achievement.
- **Student Progress:** Gathers, stores, and monitors data related to student learning for use in assessing progress toward achieving the instructional objectives.
- **Communication:** Communicates with students, parents, educational personnel, and others; communicates regularly and effectively with students, co-workers, parents/guarding, and the community, and exhibits appropriate interactive skills; follows confidentiality procedures regarding students, parents/guarding, and fellow staff members.

Professional Work Habits: Demonstrates behavior that reflects established professional responsibilities (i.e. attendance, punctuality and verbal/nonverbal communication); adheres to established laws, policies, rules and regulations; interacts appropriately with students, other educational personnel, and parents.

RESOURCE SPECIALIST TEACHER

Job Purpose:

Provides instruction and services for those pupils whose needs have been identified in an individualized educational program developed by the

individualized education program team and who are assigned to regular classroom teachers for the majority of a school day.

Qualifications:

- Bachelor's degree from an accredited institution; and
- Possession of a clear Resource Specialist Certificate; and
- Special Education Credential Mild/Moderate and/or Moderate/Severe; or
- Special Instruction Credential – Special Education/Learning Handicapped.
- CLAD/CTEL or equivalent certification
- NCLB Highly Qualifies Teacher status

Knowledge, Skill, Ability:

Knowledge and skills in education assessment, consulting, coordination, interpretation and implementation of laws and regulations, staff development, and parent education to perform the competencies listed in the duties and responsibilities; effective interpersonal skills and flexibility in meeting new and/or changing conditions.

Job Duties and Responsibilities:

- Provides direct instruction in the academic areas to resource specialists program pupils on a one-to-one or small group basis, either in the resource room or the regular classroom;
- Provides information and assistance to individuals with exceptional needs and their parents;
- Monitors pupil progress on a regular basis, participating in the review and revision of the instructional education programs, as appropriate; refers pupils who do not demonstrate appropriate progress to the individualized education program team;
- Evaluates student growth in academic achievement, self concept, and social skills;
- Provides emphasis at the secondary school level on academic achievement, meeting proficiency standards, career and vocational development, and preparation for adult life;
- Assists in the selection, training, and evaluation of resource specialist instructional aides.
- Provides consultation services as follows: identification and assessment of behavior patterns in pupils;
- Pursuant the determination of behavior as a consequence of a disability, the resource teacher will be responsible for creating a behavior intervention plan to be followed in the classroom.
- Utilization of evaluation data for the modification of instruction and curriculum;
- Application of effective classroom management techniques;
- Identification of resources appropriate to individuals with exceptional needs to regular staff members, parents, and guardians;
- Development of pre-vocational and/or vocational plans for individuals with exceptional needs;

- Acceptance by regular classroom teachers and students of individuals with exceptional needs.
- Coordinates referral and assessment procedures;
- Assists in the coordination of the individualized education program team meetings;
- Coordinates instructional planning (i.e., the development and implementation of individualized educational programs for individuals with exceptional needs);
- Coordinates the implementation of special education services provided individuals with exceptional needs;
- Assists in the coordination of designated instruction and services;
- Coordinates the collection of relevant information for those students referred to the individualized education program team;
- Coordinates the organization and distribution of special education media and materials for resources in regular classrooms;
- Coordinates individualized instruction and activities of the resource specialist program with regular classroom curriculum;
- Coordinates special education in-service workshops and workshops for staff and/or parents;
- Coordinates follow-up activities to insure service delivery to all individuals with exceptional needs.
- Interpret and Implement Laws, Regulations, and Other Compliance Requirements: schedules and monitors referral procedures in accordance with legal requirements;
- Monitors the development of individualized educational programs and conduct review meetings in accordance with legal requirements;
- Processes information leading to approval of services by child, parent, or guardian;
- Provides leadership for assuring full compliance with legal requirements.
- Parent Education: provides parents with basic knowledge of assessment procedures in instrumentations and how to utilize the information;
- Provides parents with basic understanding of remedial methods and techniques as they relate to their own child's program;
- Provides parents with basic home enrichment in home management techniques designed to meet the needs of their child;
- Counsels parents in areas related to their child's abilities including strengths and weaknesses as well as the child's needs and goals including career and vocational planning alternatives;
- Provides parents with information as to effective utilization of community resources.
- Staff Development: Assists in planning parent education workshops;
- Attends special education in-service training as required and participates in providing in-service education for regular school staff.

RESOURCE SPECIALIST TEACHER AIDE

Job Purpose:

In conjunction with the Resource Specialist teacher, provides specialized tutorial and small group assistance to students with special needs and/or who are performing below capacity in identified academic areas.

Qualifications:

- Commitment to the Mission and Vision of WAYS and the success of the organization.
- Proficient with Microsoft Word, Excel, Access, Adobe, Photoshop, Access, and Outlook.
- Graduation from high school.
- An Associate of Arts degree from a recognized two year college or 60 semester or equivalent quarter units from a recognized college or university is preferred.

Knowledge, Skills, Ability:

- Understand, interpret, and apply pertinent laws, rules, regulations, and procedures
- Organize files and keep accurate records
- Work effectively with employees, students, and the public
- Use a personal computer to input, edit, extract, and format data and information
- Produce, retrieve, and store word-processing and email documents.
- Communicate effectively orally and in writing
- Type rapidly and accurately using a computer keyboard

Job Duties and Responsibilities:

- Works with individual students or small groups of students to reinforce learning of materials or skill initially introduces and outlines by the teacher.
- Assist the teacher in devising special strategies for reinforcing learning materials and skills based on a sympathetic understanding of individual students, their needs, interest, and abilities.
- Monitors work, corrects papers, and supervises curriculum-based testing and makeup work as assigned by the teacher.
- Serves as the chief source of information and help to any guest teacher assigned in the absence of the regular teacher.
- Performs clerical, classroom maintenance, and instructional duties as assigned by the teacher.
- Alerts the teacher of any problem or special information about an individual student.
- Performs assigned supervision of students during recess, lunch, and on field trips.
- Performs assigned non-instructional duties, such as snack time.
- When requested, serves as a resource person the IEP, or ESL teams.

- Demonstrates ethical behavior and confidentiality of information about student's n school environment and community.
- Participates in in-service training programs as approved.
- Maintains safe working environment and encourages colleagues to be safe-minded in the performance of all school-related duties.
- Performs other assignments as directed by the teacher, principal, or administrative staff.
- Assists as directed by teacher in the effort to successfully maintain students with special needs in an integrated setting, as determined by the IEP or ESL team.

CURRICULUM SPECIALIST

Purpose:

To provide support and assistance to all classroom teachers in the implementation of WAYS program goals.

Qualifications:

- Bachelor's degree from an accredited institution; and
- California Teaching Credential; CLAD or BCLAD
- Minimum of three years of teaching experience in the elementary or secondary level
- Experience in collaborative planning and delivery of differentiated staff development to classroom practitioners; literacy training, knowledge of differentiated classroom instructional practices that promote student academic success; knowledge and understanding of the needs of a diverse student population.

Knowledge, Skills, Ability:

Curriculum Specialists are required to poses all knowledge, skills and abilities that are required of classroom teachers.

Job Duties and Responsibilities:

- Conduct demonstration lessons and assist teachers with curriculum and pacing of instructional programs.
- Conduct focused classroom observations of all teachers.
- Assist classroom teachers in infusing culturally relevant teaching strategies and scaffolding for diverse learners.
- Assist classroom teachers in diagnosing reading difficulties and planning appropriate intervention and accommodation strategies for all students.
- Plan and conduct professional development for teachers.
- Plan and conduct informational meetings for parents to assist them in understanding instructional materials, and student progress.
- Plan, facilitate, and attend grade level meetings.
- Monitor implementation of instructional program.

- Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.
- Participates in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement.
- Maintains professional relationship between school and parents.
- Follow federal and state laws, as well as the letter and the spirit of the Charter and the Governing Board policies and directives from the Principal/Designee.

PARA-PROFESSIONAL

Purpose:

Assisting the classroom teacher with maintaining classroom order; providing support to the instructional program within assigned classroom with specific responsibility for working with individual and/or small groups of students; monitoring student behavior during non-classroom time and providing clerical support to teacher/s and staff.

Qualifications:

- Commitment to the Mission and Vision of WAYS and the success of the organization.
- Proficient with Microsoft Word, Excel, Access, Adobe, Photoshop, Access, and Outlook.
- Graduation from high school.
- An Associate of Arts degree from a recognized two year college or 60 semester or equivalent quarter units from a recognized college or university is preferred.

Knowledge, Skills, Ability:

- Understand, interpret, and apply pertinent laws, rules, regulations, and procedures
- Organize files and keep accurate records
- Work effectively with employees, students, and the public
- Use a personal computer to input, edit, extract, and format data and information
- Produce, retrieve, and store word-processing and email documents.
- Communicate effectively orally and in writing
- Type rapidly and accurately using a computer keyboard

Job Duties and Responsibilities:

- Works with individual students or small groups of students to reinforce learning of materials or skill initially introduces and outlines by the teacher.
- Assist the teacher in devising special strategies for reinforcing learning materials and skills based on a sympathetic understanding of individual students, their needs, interest, and abilities.

- Monitors work, corrects papers, and supervises curriculum-based testing and makeup work as assigned by the teacher.
- Serves as the chief source of information and help to any guest teacher assigned in the absence of the regular teacher.
- Performs clerical, classroom maintenance, and instructional duties as assigned by the teacher.
- Alerts the teacher of any problem or special information about an individual student.
- Performs assigned supervision of students during recess, lunch, and on field trips.
- Performs assigned non-instructional duties, such as snack time.
- When requested, serves as a resource person the IEP, or ESL teams.
- Demonstrates ethical behavior and confidentiality of information about student's n school environment and community.
- Participates in in-service training programs as approved.
- Maintains safe working environment and encourages colleagues to be safe-minded in the performance of all school-related duties.
- Performs other assignments as directed by the teacher, principal, or administrative staff.
- Assists as directed by teacher in the effort to successfully maintain students with special needs in an integrated setting, as determined by the IEP or ESL team.

No Child Left Behind

The enactment of the No Child Left Behind Act of 2001 (NCLB) requires specific qualifications for teachers and paraprofessionals.

- All teachers will be highly qualified.
- Paraprofessionals will meet NCLB qualifications. Completed at least two years of study at an institution of higher education; Obtained an associate's (or higher) degree; or
- Met a rigorous standard of quality and can demonstrate through a formal state or local academic assessment in knowledge of, and the ability to assist instructing, reading, reading readiness, writing, writing readiness, mathematics, and mathematics readiness.
- Paraprofessionals hired before the enactment must meet the required qualifications no later than January 8, 2006. The exceptions for paraprofessionals are for those who act as translators or whose duties consist solely of conducting parental involvement activities. A paraprofessional may not provide any instructional service to a student unless he or she is working under the direct supervision of a teacher.

NCLB requires the use of effective methods and instructional strategies that are based on scientifically based research, which strengthens the core academic program.

Teacher Credential Assurance Wisdom Academy for Scientists:

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in Wisdom Academy for Young Scientists hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

Teachers selected to insure that the needs of English Learners are met will have CLAD, BCLAD, LDS, BCC, or SB1969 certification and all teachers will be trained in the effective use of sheltered-English.

All substitute teachers of core and college-preparatory classes will be appropriately credentialed.

All credential documents will be maintained on file at Wisdom Academy for Young Scientists and will be subject to periodic inspection by County.

Credential Monitoring:

All teachers will be highly qualified as defined by No Child Left Behind. Appropriate records of credentials held by Wisdom Academy for Young Scientists teachers and supporting documentation will be monitored and maintained by the WAYS Central Office. Credentials will be monitored by the WAYS Central Office Human Resources Administrator in compliance with state and federal law.

Performance Evaluations

The school administrators, using both formal and informal observations, will observe all staff and instructional consultants on an ongoing basis. Informal observations can occur during any instructional time and will include a post-observation communication. Formal observations will include a pre-observation conference as well as a post-observation conference. Pre-observation may be in-person. Post-observation conferences will be in person and will occur soon after the observation. Results of formal and informal observations, consisting of the employee's and the administrator's observations and recommendations, will be put in writing and included within the employee's own professional development plan and the school's personnel file. Nothing in this section limits the school administrators from conducting other observations of an informal or unannounced nature.

The principal supervises and evaluates the administrative assistants, classroom teachers, curriculum specialist, instructional consultants, resource specialist teachers, resource specialist teacher aides, para-professionals, and program coordinator. The principal will set goals with them and evaluate them on their performance and on the extent to which they achieved their goals.

The principal will observe the classified employee performing his/her duties and review their work on an ongoing basis. Informal and formal observations can occur at any time during the school day and will include post-observation communication. Results of formal and informal observations and recommendations will be placed in the classified employee's personnel file.

All staff and instructional consultants shall have the right to make written objections to the observations or review findings within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the management file. If an employee disagrees with an evaluation, a written objection may be appended to the review.

Compensation and Benefits

Salary Schedule

The Chief Executive Officer of the Corporation, in consultation with the Board of Directors, will develop a competitive salary scale for the school. This salary scale will be informed by the salary schedule of Los Angeles Unified School District, the salaries of leading private and charter schools in Los Angeles and surrounding communities, and best practices in salary schedules among charter schools nationally.

Administrative and executive staff salaries will be based on experience, past performance, areas of specialty, and other factors as determined by school administration and agreed to by prospective employee. A comprehensive benefits package (medical, dental and vision) will be included as part of each full-time employee's compensation.

Work Calendar

Each staff member will work the number of days agreed upon in his/her individual work agreement, which will address the following:

- Salaries
- Details related to holidays, illness, personal days, vacation, and bereavement
- Determination of full-time or part-time status
- Employee discipline procedures and the employee's due process rights for appealing disciplinary action

Wisdom Academy for Young Scientists will adhere to applicable federal and state mandates, including:

- Family Medical Leave Act (FMLA)
- California Family Rights Act (CFRA)

Professional Standards

Wisdom Academy for Young Scientists employees will be expected to engage in professional behavior with fellow employees, students, and parents.

5.4 Credentials, Requirements and Qualifications of Staff

Teachers shall be required to hold a California credential or other document equivalent to that which a teacher in other public schools would be required to hold. The Principal and/or designee. will monitor such documentation. Copies of required forms and records will be kept at the school. WAYS may choose to contract with the Los Angeles County Office of Education to monitor teaching credentials. Highly qualified teachers will be required to have prior educational experience (i.e. teaching, paraprofessional, child development center, or school volunteer), where the work experience is found beneficial to education. Teachers will have either a clear credential or an alternate certification based on No Child Left Behind. WAYS will comply with federal guidelines on the N.C.L.B. act.

WAYS will require that each employee (paid or volunteer) of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237. ~~The Executive Director or~~ CEG or its designee will conduct a background investigation, including T.B. clearance and fingerprinting shall be required for all employees, both classified and certified personnel.

5.5 Measures of Assessment of Performance

5.5.1 Teachers

The Principal will observe teachers at least three times a year and evaluate them on these five categories and their underlying Teacher Performance Expectations (TPE):

5.5.1.1 Making Subject Matter Comprehensible to Students

TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

5.5.1.2 Assessing Student Learning

TPE 2 – Monitoring Students Learning During Instruction

TPE 3 – Interpretation and Use of Assessment

5.5.1.3 Engagement and Supporting Students in Learning

TPE 4 – Making Content Accessible

TPE 5 – Student Engagement

TPE 6 – Developmentally-appropriate Teaching Practices

TPE 7 – Teaching English Learners

5.5.1.4 Planning Instruction and Designing Learning Experiences for Students

TPE 8 – Learning About Students

TPE 9 – Instructional Planning

5.5.1.5 Creating and Maintaining Effective Environments for Student Learning

TPE 10 – Instructional Time

TPE 11 – Social Environment

5.5.1.6 Developing as a Professional Educator

TPE 12 – Professional, Legal and Ethical Obligations

TPE 13 – Professional Growth

5.5.1.7 Other Staff

All staff other than teachers, with the exception of the Executive Director CEG and Director of Operations, reports to and are evaluated by the Principal, who will set goals with them and evaluate them on their performance and on the extent to which they achieved their goals. The Director of Operations reports and the Principal reports to and is are evaluated by the Executive Director CEG.

5.6 Procedure to be used For Adequate Background Checks

Wisdom Academy for Young Scientists will adhere to California laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of certain violent or serious felonies, including but not limited to specified sex offenses, or felony controlled substances offenses, under Education Code Section 45122.1 or 44836. All Charter School employees are required prior to starting work to provide:

5.6 Staff Development

Teachers are the key to the success of our program. Wisdom Academy for Young Scientists will put forth great effort into recruiting, hiring and training highly qualified teachers. These teachers have chosen their careers primarily out of a deep caring for children and a personal sense of responsibility to the future of our society. . We recognize that supporting teachers is the first step to supporting students. Thus we have carefully selected teachers whose goals are aligned with those of the school and then facilitate each teacher's development process in a manner that respects and supports his or her individual teaching style.

The teachers who will join our staff will recognize the importance of a child-centered learning environment, and continually seek to improve their skills in facilitating such an environment. They will recognize the importance of meeting our educational standards and work to support the needs of individual students in reduced-size classrooms. They demonstrate a value for and embrace a lifelong learning process.

The staff development at WAYS will focus on integrating the interdisciplinary curriculum and rigorous state standards. Teachers will be trained on how to

utilize the standards based instructional materials and texts in the process of developing backwards planning and curriculum mapping.

WAYS holds that each teacher brings a unique set of skills, insights and creativity. Therefore, all teachers are provided time to work in team clusters to continue to refine and develop teaching skills. In-service staff development to review goals and objectives, to stimulate curriculum enhancement, and to explore effective methods of assessment, including establishing a uniform portfolio assessment system across grade levels will be implemented. Ongoing staff development outside of our school is encouraged and viewed as opportunities to provide for professional growth and to ensure proper renewal of clear credentials. Team building and conflict resolution skills will also be a part of our staff development program element.

Team teaching will be a major component of our staff development program. Team meetings will be held every week to develop curriculum objectives and theme projects, exchange ideas and information relative to their clusters and their profession, and develop solutions to problems or social conflicts that may have arisen in their classrooms. Mentoring by experienced teachers, who have been in our school more than two years, or by administration is will be a major part of our program Mentors will make routine observations of new staff, meet individually to offer suggestions, assistance and information vital to learning and incorporating the school philosophy, goals and objectives.

Teachers will participate in weekly grade level meetings to discuss and review/prepare lesson plans, develop benchmark assessments, gather materials, review class work and organize classrooms and learning groups. This time is recognized as crucial to the successful planning and implementing of classroom objectives and student achievement. The Principal will work with the staff to provide assistance as needed. This time will be considered part of the teacher's workweek on which their annual salary is based.

The WAYS in-service teacher training program consists of approximately 10 days before the start of the first year and 5 days of each subsequent school year; 2 days after spring and winter breaks, 2 days staff retreat and 5 days at the end of the school year. During this time, teachers will work on identifying successful strategies for direct and explicit instruction of needed skills. During these days, teachers receive intensive training on the school's educational philosophy and curriculum development to ensure successful implementation of the curriculum aligned with the state standards. Teachers also participate in on-going weekly staff development meetings for approximately 2-3 hours each week. These meetings include teacher support sessions, discussions and training on an agreed upon topic, sharing of curriculum ideas and implementation, upcoming events, special education, student issues, etc.

5.7 Child abuse reporting

Wisdom Academy for Young Scientists will, before opening the school, develop child abuse reporting procedures that are consistent with all child protection laws.

5.8 Personnel policy

Wisdom Academy for Young Scientists will have complete fiscal autonomy and zero-based budgeting. A personnel policy and procedures manual will be developed to delineate the relationship between staff and the school. These policies will be presented to all staff prior to the school opening. After the school's opening this will be made readily available to staff in May of each year prior to the start of the following school year. Staff will have the opportunity to review said policies and provide feedback, which may in turn affect said policies.

Certificated and classified personnel will be hired by at will contracts. Contracts will be renewed based on demonstration of meeting those requirements outlined in the teacher contracts, adhering to the policies and procedures outlined in the WAYS Staff Policy and securing a satisfactory staff evaluation. The expectations outlined in the staff evaluation form are in alignment with and support the mission and vision of WAYS.

Wisdom Academy for Young Scientists shall be an equal opportunity employer. No Districtschool district or County employee shall be required to or denied the right to be employed at Wisdom Academy for Young Scientists.

Employees will be eligible to receive Worker's Compensation Insurance, unemployment insurance and Medicare, as applicable, with WAYS and the employee contributing appropriate amounts. The school will ensure that employee benefits are extended under the provisions of the Family Medical Leave Act (CFRA) and Labor Code 233 to all employees.

6 Health and Safety

6.1 SCHOOL WILL MEET THE REQUIREMENTS THAT EACH EMPLOYEE OF THE SCHOOL FURNISH CRIMINAL RECORD SUMMARY AS REQUIRED IN EC44237

Wisdom Academy for Young Scientists shall comply with the provisions and procedures of Education Code 44237, including the requirement that as a condition of employment each new employee must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. No employee shall be permitted to commence work at WAYS until clearance has been obtained from the Department of Justice. Policies and procedures shall be adopted for issues such as fires, earthquakes, compliance with health and safety laws and other emergency responses.

6.2 HOW THE SCHOOL WILL ENSURE THAT ITS FACILITIES ARE SAFE

Wisdom Academy for Young Scientists will maintain a safe and secure environment for its students, staff, administration, school volunteers, and visitors. WAYS has developed a school safety plan and it will acquire emergency supplies for the school. Additionally, WAYS has developed and implemented the following policies and procedures:

- Periodic Fire and Earthquake Drills.
- Policies and procedures for responding to natural disasters and emergencies.
- Policies relating to the administration of prescription drugs and other medications.
- Equipped with disaster emergency supplies including water, food, blankets and supplies necessary to sustain the campus population for three days.
- Ensure that a minimum of 75% of the staff is CPR/First Aid certified.
- Procedures for preventing contact with blood-borne pathogens.
- Policy that establishes the school functions as a drug, alcohol and tobacco-free workplace and that adheres to Title IV of the Safe and Drug-Free Schools and Communities Act.
- Policy that require that all school employees (paid or volunteer), furnish the school with a criminal background check and submit a criminal record summary as described in Education Code 44237.
- A requirement that all enrolling students and staff provide records documenting current immunizations.

- Ensure that administrator and staff receive sexual harassment training.

WAYS will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. WAYS will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff. WAYS, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times. WAYS shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students.

The written policies will updated and revised as needed and distributed as appropriate to all students and staff annually. Emergency and school safety procedures will routinely be covered during staff development.

6.3 HOW THE SCHOOL WILL ENSURE THAT ITS AUXILIARY SERVICES ARE SAFE (FOOD SERVICES, TRANSPORTATION, CUSTODIAL SERVICES, HAZARDOUS MATERIALS)

WAYS may provide food for our students that is prepared in our commercial kitchen. WAYS reserves the right to prepare food on site in our commercial kitchen or contract with a third party vendor.

The school will maintain a list of locally stored hazardous materials and will prepare a safety plan. The school will also request periodic safety inspections from its insurer.

6.4 ROLE OF STAFF AS MANDATED OR NON-MANDATED CHILD ABUSE REPORTERS

WAYS Learning administrators and employees are responsible for complying with the Child Abuse and Neglect Reporting Act, California Penal code Sections 11165.7, 11165.8, and 11166.

6.5 TB, vision, hearing and scoliosis compliance

Records of student immunizations shall be maintained, and staff shall follow the L.A. County's requirements and timelines for periodic TB tests using the Mantoux tuberculosis test. Students will not be permitted to enroll and staff will not be permitted to work without negative TB clearances. WAYS will provide screening of pupils' vision and hearing as well as screening for scoliosis to the same extent as would be required if the students attended a non-charter public school.

6.6 Maintenance, repairs and improvement

WAYS will contract with outside professionals for the ongoing custodial and grounds maintenance of the property. The Coordinator of Operations of Wisdom Academy for Young Scientists is responsible for supervising the following:

- The janitorial service and ensuring daily cleaning duties are carried out.
- Gardening services.
- Rubbish pick-up service.
- Outside contractors for major repairs or improvements.

6.7 Insurance Requirements

The County under any of the County's self-insured programs or commercial insurance policies. shall provide no coverage to WAYS. WAYS shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the County[A.M. Best A-, VII or better] to protect the Charter School from claims which may arise from its operations.

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the County as named additional insured and shall provide specifically that any insurance carried by the County which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the County.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service.

If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

The Charter School shall furnish to the County within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the County

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

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

Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

6.8 Hold Harmless/Indemnification Provision

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

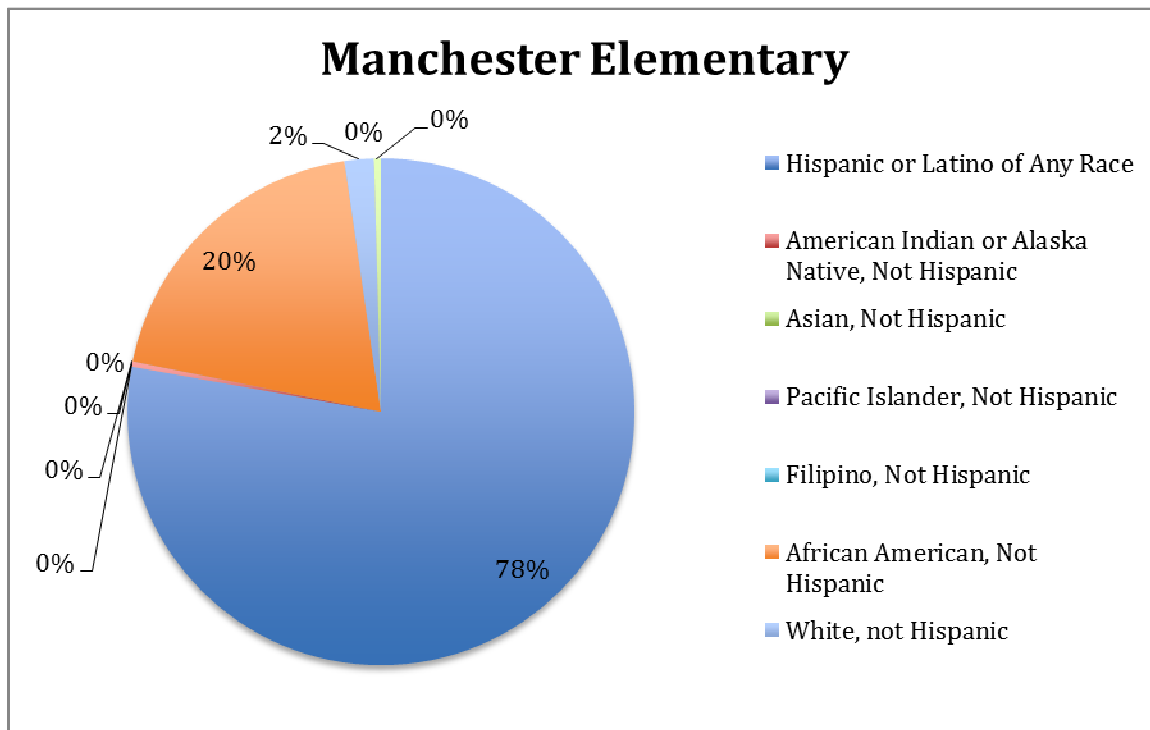
7 Means to Achieve Racial and Ethnic Balance

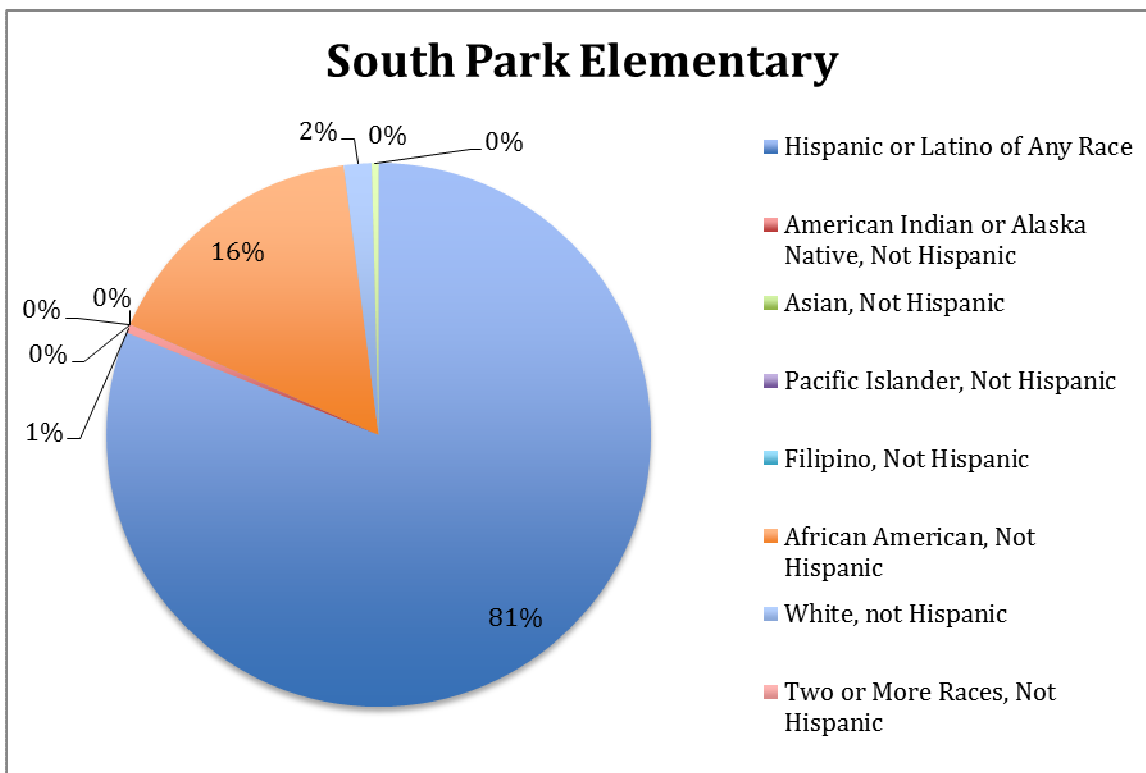
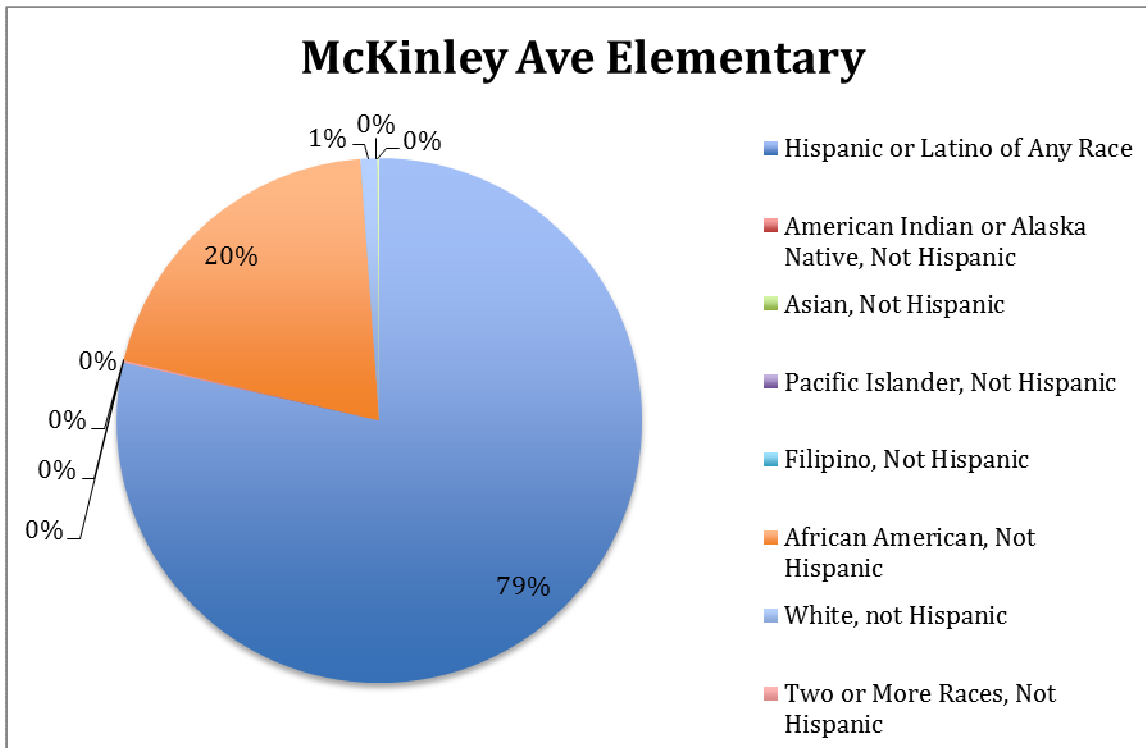
Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

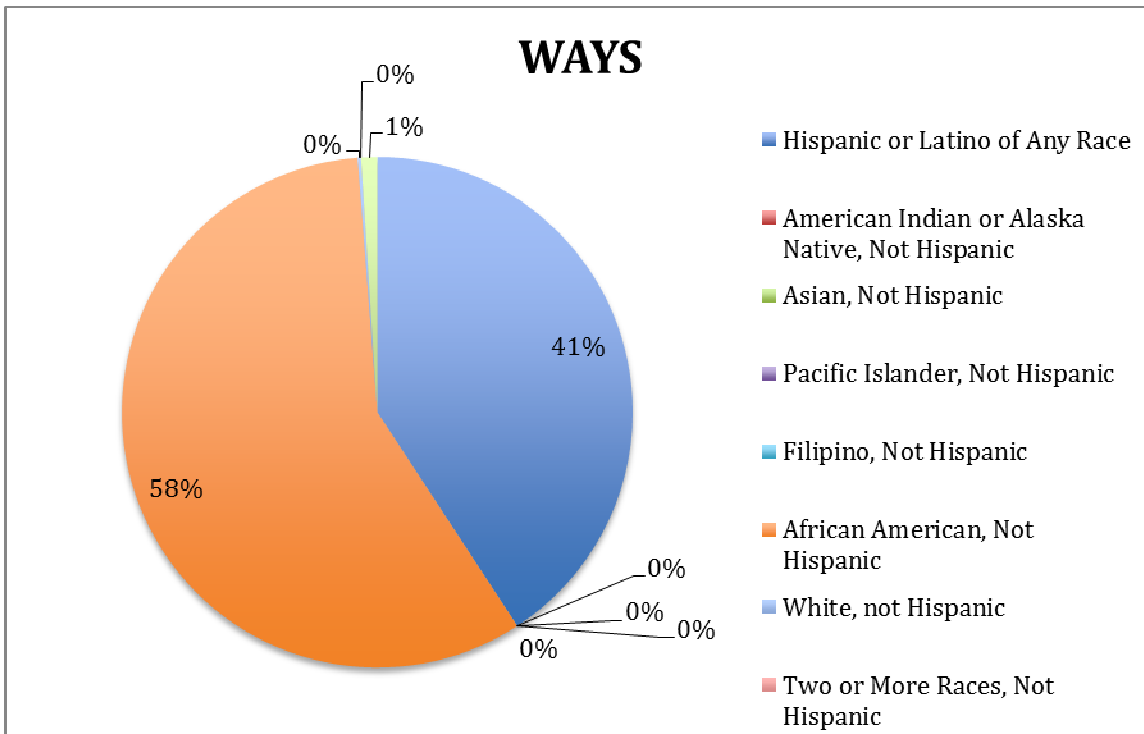
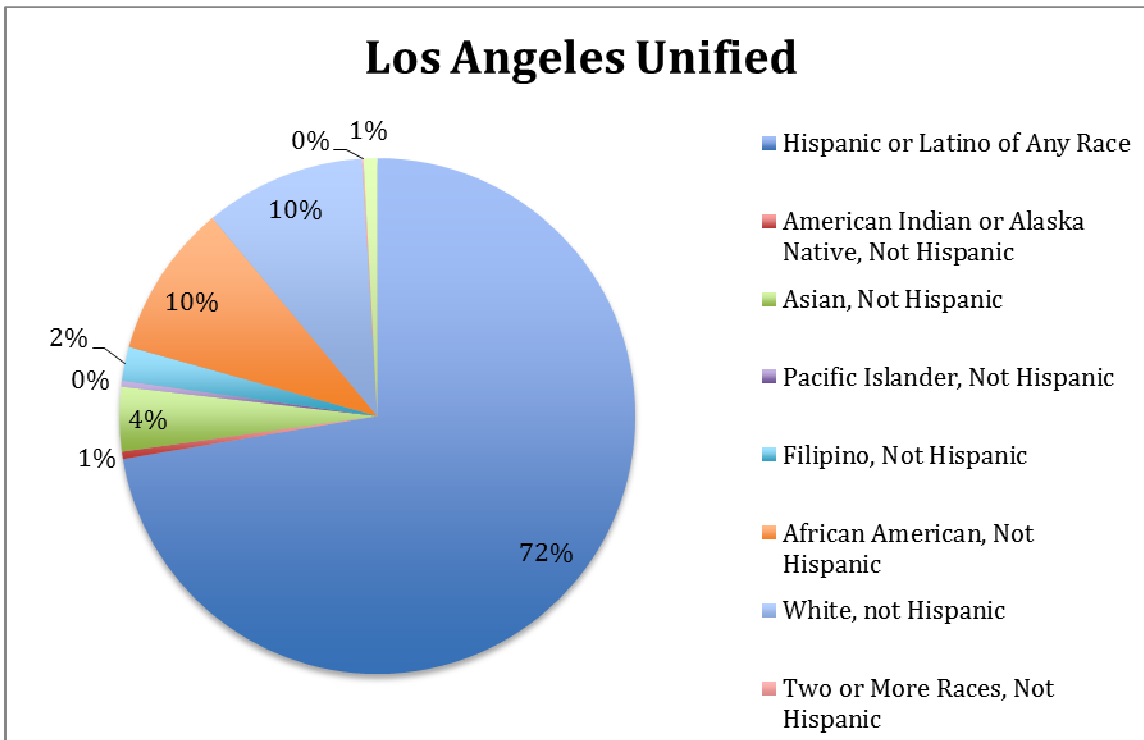
WAYS will continuously plan and strive to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of the LAUSD, the district where the petition was initially submitted. WAYS will conduct informational meetings for parents and students interested in what our school offers. Open houses and school tours will be conducted on a regular basis during the school year as well.

Target Community

Diversity is central to the mission of the Charter School. WAYS will have a plan in place during the term of the charter to achieve and maintain the ethnic balance ratio goal of the surrounding district schools. Our goal is to reach the district's goal within our first year. In order to do so, we will analyze application and enrollment data each fall so that we can increase our outreach efforts as necessary to make sure the ethnic balance ratio is achieved.







7.1 Nonsectarian Compliance

WAYS is nonsectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition. WAYS does not discriminate against any student on the basis of ethnicity, race, national origin, gender, disability, socioeconomic status, perceived disability, 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 association with an individual who has any of the aforementioned characteristics). Diversity is central to the mission of the Charter School. WAYS will annually update and revise its plan to achieve and maintain a racial and ethnic balance among its students reflective of LAUSD.

7.2 Federal Compliance

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

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

- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

WAYS also understands, that as part of the oversight of the school, the County may conduct program review of federal and state compliance issues.

Wisdom Academy for Young Scientists embraces the idea of racial and ethnic diversity and will strive to achieve a racial and ethnic balance that is reflective of the district.

We will recruit by strategically disseminating application handouts to 1) businesses frequented by the local community members that are racially diverse, 2) school personnel of County program improvement and overcrowded schools in the area (with their approval), 3) private and public preschools in a 5 mile radius 4) at town hall meetings open to the local community. Recruitment efforts shall include publicizing our instructional program, hosting Community Open Houses, providing ongoing tours of the school, and speaking to interested parents. All printed material will be disseminated in languages that are reflective of our school community. WAYS will periodically publicize its programs and activities multi-lingual periodicals and online. WAYS will maintain a racial and ethnic balance that is reflective of the community through the aforementioned public outreach efforts.

7.3 Recruitment and Outreach Plan

Below is the Charter's written plan to achieve and maintain the District's ethnic balance goal.

WAYS will conduct a comprehensive outreach program to attract a diverse population of students and talented teachers. Community involvement and engagement will be a critical emphasis of the WAYS strategy. We will make

intentional efforts to promote a school climate that systematically promotes communal bonds among students as well as encourages community awareness and service. Over the course of their school years, pupils will learn to care for and rely on classmates of many diverse backgrounds while drawing from the unique attributes of those other personalities and cultures. Specific strategies that we have enacted include recruitment at local community events such as the Los Angeles County Sheriff's National Night Out at the Florence/Firestone Station. This is a free event heavily attended by local families and sponsored by donations from neighborhood businesses such as Wisdom Academy for Young Scientists.

To add to our recruitment efforts, volunteers will be stationed at community resource centers such as the Salvation Army, YMCA and Boys and Girls Clubs to generate interest and engage parents in discussions about the services WAYS offer.

Also, WAYS will establish and maintain partnerships with local private pre-schools and Early Education Agencies, including but not limited to Head Start, and Children's Institute, Inc. Through these partnerships, WAYS will engage the parents and generate interest in WAYS's educational program offerings

To achieve our goal of a racial and ethnic balance, WAYS will advertise on two local radio stations that are heavily favored within the community, KJLH, a long-time medium of the African – American community and Latino 96.3 a radio medium popular with Hispanic listeners.

Ultimately, the creation of a multifaceted dynamic website has helped to glean the interest of those parents who have only heard of WAYS but were not quite sure of our offerings. Many parents who call or visit our school mention that they first visited our website and felt compelled to visit the school. The WAYS website located at www.wisdomacademy.org and encourages parents to seek enrollment for their child or join the waitlist for a future space.

As a result of these efforts WAYS will maintain a waiting list, and enjoy the benefits of a racially balanced school population in which all cultures are recognized and respected.

WAYS will make the following additional efforts to achieve the ethnic balance of the district:

- Recruit by strategically disseminating application handouts to 1) businesses frequented by the local community members that are racially diverse, 2) school personnel of surrounding program improvement and overcrowded schools in the area (with their approval), 3) private and public preschools in a 5 mile radius 4) at town hall meetings open to the local community. Recruitment efforts shall include publicizing our instructional program, hosting Community Open Houses, providing ongoing tours of the school, and speaking to interested parents. All printed material will be disseminated in languages that are reflective of our school community. WAYS will periodically publicize its programs and activities

multi-lingual periodicals and online. WAYS will maintain a racial and ethnic balance that is reflective of the community through the aforementioned public outreach efforts.

- Presentations and information distribution at community centers such as The Salvation Army Community Youth Center, Colonel Leon H. Washington Park and Community Center, Ted Watkins Park and Community Center, Head Start locations and other pre-school and child care centers, local churches and other faith based organizations.
- Additional presentations and information distributions will take place at community events, in Los Angeles County Public Libraries, local social service agencies such as the Department of Social Services, and local businesses and grocery stores.
- House meetings at the homes of parent volunteers in the community.
- Advertisements in local newspapers such as the LA Watts Times and the La Opinion, El Mundo Spanish Newspapers, and the LA Weekly Newspaper.

These recruitment efforts ensure that parents residing in the targeted area are informed about the availability of WAYS as a viable option for the education of their children. We expect that this targeted outreach will help to achieve the goal of reflecting the general population residing in the district.

Wisdom Academy will provide to the County all requested information using County forms, including the ethnic survey. The Charter will utilize a student information system that government agencies can inter-face with for compliance monitoring. The student information system will contain the following information listed below for compliance purposes:

Every effort will be made to reach out to all families with children in Kindergarten through fifth grade within a five-mile radius of the school. Families will be notified through community meetings, mailings, personal phone calls, and possibly newspaper advertisements. We expect to hold at least three informational meetings during the winter and spring of each year where we will share information about the Wisdom Academy for Young Scientists and our alternative setting for families and their children.

In addition, WAYS expects referrals from local preschools as well as from local community service organizations.

Each family showing interest will be sent an application packet (See Appendix G). Parents are responsible for completing an application. Once the student list has been set, a waiting list will be developed for those students still wishing to enroll should space become available.

The charter school shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school, along with documentation of the efforts the school has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

8 Admissions

8.1 Admission requirements

In accordance with Education Code Section 47605 (d)(2) (A), WAYS shall admit all students who wish to attend, up to the school's enrollment limit. The school adheres to entrance age requirements set by law.

Students applying to Wisdom Academy for Young Scientists are required to complete an application and submit immunization records and previous school records. Students are accepted on a first-come, first-served basis, with the following exceptions: (1) students residing in the District shall be given first priority; (2) siblings of enrolled students shall be given priority; (3) children of staff shall be given priority limited to 10% (4) children of founding members shall be given a priority limited to 10%(5) students who reside in the State of California and (6) a lottery, in accordance with the Education Code Section 47605(d)(2), shall be conducted to fill available places in the event that there are more applicants than placements available (See Appendix F). These listed exceptions apply when a public random drawing is present. Enrollment preferences will also be given to students who reside within LAUSD. Currently enrolled students who do not withdraw their enrollment nor were dismissed from the school will be given a preferred seating for the following year.

8.2 Lottery

When the number of applicants to WAYS exceeds the number of open seats, a random public drawing will be conducted by a non-affiliate of WAYS. To ensure maximum access the drawing will take place during evening hours on the campus of WAYS and will be used to assign available seats to parents who have expressed interests in WAYS and have completed the lottery registration form by the due date. The lottery will take place during the third week of May, two weeks after the registration deadline. Parents will be informed of the rules concerning the lottery upon registration for the lottery. At the conclusion of the random drawing, the non-affiliate will draw additional names to allow for the formation of a waiting list. If space becomes available to a child on the waiting list, the parents will be notified within one business day and will have three business days to claim their seat.

Wisdom Academy for Young Scientists offers a choice for students, parents, and the community to an alternative approach to teaching. WAYS will hold an Orientation Meeting before the school year begins to discuss the School's philosophy and policies to ensure their understanding of the school's vision, curriculum program and policies. In the event a parent is unable to attend an orientation, the ~~Executive Director~~ CEG or Principal will make an appointment to meet with said parent to discuss the information otherwise obtained from the orientation. Parents are notified that Wisdom Academy for Young Scientists is

not subject to the Field Act and many other provisions of the Education Code. The Charter School will adhere to all procedures related to confidentiality and privacy of records.

8.3 McKinney-Vento Homeless Assistance Act

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

9 Annual Financial Audits

Wisdom Academy for Young Scientists shall obtain an annual financial audit conducted in accordance with generally accepted auditing standards and in accordance with the state audit guide. The auditor shall be a qualified Certified Public Accountant with experience auditing California public schools. The annual audit report will be forwarded to the State Controller and the Los Angeles County Office of Education. Any exceptions in the audit will be resolved to the satisfaction of the County. The School Board Finance Committee will develop a contract that includes the scope of the audit and requirements in the form of a Request for Application (RFA) to seek qualified applicants.

Two interim reports and a year-end report, which include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to the County within the timelines specified, unless a different system is agreed to by all parties. In addition, all financial statements audited by a Certified Public Accountant will be submitted to the County by December 15, after the close of the fiscal year. WAYS' financial system shall follow the generally accepted accounting principles (GAAP).

Any equipment given to Wisdom Academy for Young Scientists or purchased by the school with funds received from donations will be property of Wisdom Academy for Young Scientists.

9.1 County Oversight Costs

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

9.2 Balance Reserves

Additionally, the WAYS will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

9.3 Special Education Revenue Adjustment/Payment for Services

In the event that the WAYS owes funds to the County for the provision of agreed upon or fee for service special education services, or as a result of the State's adjustment to allocation of special education revenues from the Charter School, WAYS authorizes the County to deduct any and all of the in lieu property taxes that WAYS otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. WAYS further understands and agrees that the County shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the County for the additional costs within one hundred twenty (120) business days of being notified of the amounts owed.

9.4 Audit and Inspection of Records

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

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

Accordingly, the County hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures. The audit may include, but is not limited to, the following areas:

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

- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

WAYS shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to WAYS. When 30 days notice may defeat the purpose of the audit, the County may conduct the audit upon 24 hours notice.

WAYS will use all revenue received from the state and federal sources only for the educational services specified in the charter for the students enrolled and attending the charter school. Other sources of funding must be used in accordance with applicable state and federal statutes, and their terms or conditions, if any, of any grant or donation.

WAYS will develop and maintain internal fiscal control policies governing all financial activities.

10 Suspensions and Expulsions

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

10.1 Student Suspension and Expulsion Policy

The Pupil Suspension and Expulsion Policy will be established and adopted by the governing board in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions.

10.2 Suspension and Expulsion Periodic Review

The WAYS Board of Directors or a committee appointed by the Board of Directors will hold an annual review of the Suspension and Expulsion Procedures to make sure that the policies and procedures are in the best interest of the school, are aligned with applicable law, and are efficient, effective, and fair. As part of the review, the Board of Trustees will make any necessary modifications to the list of offenses for which students are subject to suspension or expulsion.

The principal will provide a report to the Board which shall include consideration of the findings of the annual reports of student conduct, including suspensions and expulsions; input from faculty, staff, parents and pupils, to be collected from

sources such as surveys and meetings; and changes necessary to comply with applicable state and/or federal law.

PROCESS FOR ANNUAL REVIEW OF SUSPENSIONS AND EXPULSIONS POLICY	
COMPLETION DATE (TENTATIVE)	ACTION
April 30	Principal compiles and analyzes discipline data, reviews necessary legal changes, and reports to Board committee
May 30	Board committee reviews report and make recommendation to Board for any changes; Board takes any necessary action
August 1	Handbooks are updated

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. As outlined in sections A and B below, there are listed serious offenses for which expulsion may be mandatory or recommended. This policy shall serve as the model for the Charter School's policy and procedures for student suspension and expulsion which will be updated yearly for the school handbook in order to reflect Education Code changes. If changes occur after publication and the board approves the changes, students and families shall receive notice of these changes both in writing and on all documentation associated with the school, such as published handbooks and the website. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

WAYS shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

WAYS shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

WAYS shall ensure the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

WAYS will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. If the student receives or is eligible for special education, WAYS shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process.

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

10.3 Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the Charter School or a Charter School-sponsored event, occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

10.4 Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil: (Education code 48900-48927)

a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force of violence upon the person of another, except self-defense.

b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by

the principal or the designee of the principal.

- c) Unlawfully possessed, offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property. School property includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for

the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Sections 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

s) Committed sexual harassment, as defined in Education Code Section 48900. For the purposes of this section, the conduct described Education Code Section 48900.2 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined Education Code Section 48900.3. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment as stated in Education Code Section 48900.4. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

x) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family. (Ed. Code 48900.7)

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or

committed a sexual battery as defined in Penal Code Section 243.4.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind except for either of the following:
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- d) Brandishing a knife at another person.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property. School property includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal codeCode Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal

degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Sections 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) “Electronic act” means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of

the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

- s) Committed sexual harassment, as defined in Education Code Section 48900.2. For the purposes of this section, the conduct described in Section 48900.2 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 48900.3. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment as stated in

Education Code Section 48900.4. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- x) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

- b) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind except for either of the following:
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- d) Brandishing a knife at another person.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

10.5 Readmission

Students found to have committed any non-discretionary offenses will be expelled for one school year. The Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School's governing board shall readmit the pupil, unless the Charter School's governing board makes a finding that the pupil continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period.

10.6 Suspension Procedure

WAYS will provide a Student Handbook to each family upon enrollment that delineates the list of offenses and progressive discipline procedures and expectations to provide adequate safety for students, staff, and visitors to the school in order to serve the best interests of the school's pupils and their parents/guardians. WAYS staff will enforce all disciplinary rules and procedures fairly and consistently among all students.

10.7 Progression of Discipline, Teachers to Administration

Teachers are responsible for the day-to-day discipline in their classrooms while working with their students to meet their individual needs in order that learning takes place. WAYS has a discipline structure and character-building program that delineates uniform, school-wide expectations for conduct. When it becomes necessary to implement disciplinary action, the following options are available to the teachers: warning, detention, parent-teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

Prior to suspensions and expulsions, students may receive any or all of the following: warnings, detentions, phone calls home, parent conferences, and a behavior contract. Any WAYS teacher may assign a teacher's detention to a student. During detention students may have to write a reflective response about their conduct that could require a parent signature. Detentions will be held onsite during lunch or after school. A teacher may elect to hold detention in a classroom or in a designated detention room.

10.8 Offenses That May Result in a Teacher's Detention

Teacher and Administrative detention process is the same. As a general rule teachers assign a Teacher Detention for minor classroom misconduct such as: cell phone usage, passing notes, making noises, minor inappropriate conflicts with others, or cheating. Repeated violations by individuals will be referred to the Principal. When there is a serious violation of the rules, the student will be referred to the Principal. A serious violation may include any violation listed under Suspension of Expulsion section in this element of the charter petition below.

10.9 Suspension

Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his or her behavior and a possible pattern of behavior that will be more positive, as well as to protect the student body as a whole from dangerous and disruptive behavior.

A student serving on campus suspension reports to school at the regular time. Each teacher will give the student written assignments that he or she must complete under the direct supervision of the Principal or designee. The student will eat lunch in the assigned room.

Whether suspension occurs in school or out, the maximum number of consecutive days a student may be suspended five (5), unless the suspension is extended pending an expulsion hearing from the recommendation of the Administrative Panel. Upon a recommendation of Expulsion by the Panel, the pupil and the pupil's guardian or representative will be invited to a conference with the Administrative Panel to determine if the suspension for the pupil should be extended pending an expulsion hearing. The Administrative Panel will make this determination: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Students shall not be suspended for more than twenty (20) school days in a year, unless the suspension has been extended pending an expulsion hearing.

Students on suspension pending an expulsion hearing may request that academic work be made available for pick up at the office.

Suspensions shall include the following procedures:

Conference - Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or WAYS employee who referred the student.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

10.10 Notices to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall

state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

10.11 Authority to Expel

A student may be expelled by the Board following a hearing before it or upon the recommendation of an Administrative Panel. The Panel would be convened as part of the suspension and expulsion process once it was determined that there is any reasonable concern that the pupil was in danger of expulsion or extended suspension. The Administrative Panel should consist of at least three members of the faculty or professional representatives who are certificated but are neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion to the Board of any student found to have committed an expellable offense.

10.12 Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

10.13 Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

WAYS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by WAYS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the panel conducting the hearing, the complaining witness shall be allowed periods of relief from

examination and cross-examination during which he or she may leave the hearing room.

4. The panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

10.14 Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

10.15 Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the administrative panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors, administrative panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The final

decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the administrative panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

10.16 Written Notice to Expel

The Principal, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with WAYS.

The Principal or designee shall send a copy of the written notice of the decision to expel to LACOE.

This notice shall include the following:

- a) The student's name, and
- b) The specific expellable offense committed by the student.

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, WAYS shall notify the superintendent of the school district of the pupil's last known address within thirty (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.

The Board of Directors' decision to expel shall be final.

If a student is expelled from WAYS, WAYS shall forward student records upon request of the receiving school district in a timely fashion. WAYS shall

also submit an expulsion packet to LACOE immediately or as soon as practically possible, containing:

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student's current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment.

if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability: B) Was the misconduct a direct result of the Charter's failure to implement 504 Plan?

10.17 Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

10.18 No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School, as the Charter School Board's decision to expel shall be final.

10.19 Expelled Pupils/Alternative Education

The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

10.20 Outcome Data

WAYS shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to LACOE upon request.

10.21 Rehabilitation Plans

Pupils who are expelled from the Charter School shall be given a rehabilitation plan developed by the Administrative panel upon expulsion as approved by the Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may apply to the Charter School for readmission.

10.22 Readmission

The Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School's governing board shall readmit the pupil, unless the Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period.

10.23 Special Education Students

In the case of a student who has an Individualized Education Plan ("IEP"), or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. An IEP team will meet to conduct a manifestation determination should the suspension exceed 10 cumulative days. If the behavior is determined not to be a manifestation of the child's disability, then the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner and for the same duration in which the procedures would be applied to children without disabilities. Should the IEP team conclude that the behavior was a manifestation of the child's disability, the IEP team shall conduct a functional behavioral assessment. In the condition where a behavior intervention plan has been developed, the IEP team will review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary

to address the behavior. The IEP team will then return the child to the placement from which the child was removed, unless the parent and IEP team agree to a change in placement as part of the modification of the behavior support plan. Prior to recommending expulsion for a student with a 504 Plan, the Charter School's administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter School's failure to implement 504?

10.24 Gun Free Schools Act

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

11 Procedures for dealing with staff issues

11.1 RELATIONSHIP BETWEEN THE TEACHERS AND THE DISTRICT/COUNTY BARGAINING UNIT

In accordance with the Educational Employee Relations Act (EERA) WAYS employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be employed on an individual basis.

11.2 Process by which salaries, benefits, working conditions and other items will be determined

Wisdom Academy for Young Scientists administrative staff recommends the policies for salaries, benefits and annual work calendars for all employees to the school board for approval. Work calendars are submitted to staff in March and for their input. Staff is given opportunities to discuss and vote on any changes affecting benefits. WAYS is committed to equitable and just salaries and benefits for its employees. The school will always consider matching the salaries and benefits offered by the authorizer, budget permitting. WAYS will provide its own health benefits package.

11.3 LABOR PROCEDURES WHICH WILL BE APPLIED TO EMPLOYEES

The employee handbook delineates the relationship between staff and the school. This handbook will be presented to all staff prior to the opening of the school. After the school's opening this will be made readily available to staff in May of each year prior to the start of the following school year. Staff will have the opportunity to review said policies and provide feedback, which may in turn affect said policies.

Certificated and classified personnel will be hired on at-will contracts. Contracts will be renewed based on demonstration of meeting those requirements outlined in the teacher contracts, adhering to the policies and procedures outlined in the WAYS Staff Policy and securing a satisfactory staff evaluation. The expectations outlined in the staff evaluation form are in alignment with and support the mission and vision of WAYS.

Wisdom Academy for Young Scientists shall be an equal opportunity employer. No school district or County employee shall be required to or denied the right to be employed at Wisdom Academy for Young Scientists.

11.4 PROCESS FOR RESOLVING COMPLAINTS/GRIEVANCES

Employees will be encouraged to resolve complaints and grievances informally and with their immediate supervisor. However, they will have the right to appeal informally or formally (in writing) to the Principal. If unsatisfied with the resolution, they may appeal to the Board as well.

All employees will be asked to agree to binding arbitration in their employment agreement.

11.5 PROCESS FOR ENSURING DUE PROCESS

The Board of Principals will request an annual report of complaints and grievances brought to the Principal and the Board from the Principal. The will review the report and correct the process for resolving complaints and grievances if warranted.

In addition, employees will have the right to enter into binding arbitration if grievances are unresolved.

11.6 STRS, PERS, SOCIAL SECURITY AND MEDICARE

Wisdom Academy for Young Scientists will participate in the State Teachers Retirement System. Non-certificated staff will participate in the federal social security system.

Prior to any changes in the retirement benefit packages, WAYS agrees to provide written notification to all employees. If WAYS opts to participate in outside retirement benefit program(s) for its full time employees, these programs will be reviewed with the staff and decided upon annually, provided funds are available within the school budget. The school's chief financial officer will be responsible for ensuring that appropriate arrangements for STRS, PERS, or Social Security coverage are made.

11.7 Process for Staff Recruitment, Selection, Evaluation and Termination

For the staff recruitment and selection processes, see Element 5.

In matters regarding accountability and evaluation of personnel, Wisdom Academy for Young Scientists will develop its own procedure, which includes

classroom ongoing observations by the Principal, peer observations, self evaluations, parent surveys and student questionnaires.

Evaluation is based upon adequate completion of assigned job duties, setting and attainment of goals and regular, punctual attendance, teacher-parent and teacher-child relations, as determined by the Principal. These measures will be evaluated annually and upgraded as necessary. Employee evaluations are conducted as follows:

11.8 Teachers

Teacher evaluations will occur once per year. These evaluations will include a written evaluation by the ~~Executive Director~~ CEG and Principal Teachers will also receive classroom visitations and written observations by the administrative staff. If necessary, conferences will be held to discuss recommendations for successful strategies and improvements on areas of concern.

11.9 Teacher Assistants

Teacher Assistants will be evaluated once per year. These evaluations will include a written evaluation by the lead teacher. The Principal may also participate in the evaluations process.

11.10 Principal

The Principal will be evaluated once per year. These evaluations include written evaluations by the entire staff. These evaluations will be passed on to the Personnel Committee of the School Board and presented by the Board President to the Merle Williamson Foundation Board of Principal.

11.11 UNPROFESSIONAL STAFF CONDUCT

In-service staff training and on-going evaluation will be practiced in an effort to limit if not deter unprofessional conduct among staff. In any case, if the situation should arise the following measures will generally be implemented after each incident.

First incident: A meeting will be held to discuss the unsatisfactory act. At this time, a written Plan for Correction will be reviewed and discussed with staff member, who will be asked to write their comments in the section provided and sign. This document shall remain in personnel file and can be forwarded upon request.

Second incident: The step above may be repeated.

Third incident: Dismissal.

If the unsatisfactory act threatens the safety and well being of the students, parents and/or other staff members, WAYS retains the right to dismiss said employee, immediately. From time to time, these procedures may be revised in accordance with policies adopted by the Board of WAYS.

11.12 PROCEDURE FOR PROCESSING AND MONITORING CREDENTIALS IF REQUIRED

The Principal will review the checklist with teachers and examine their credentials to determine whether they are fully qualified. A suspension file will be created by the Principal to track staff progress in meeting credential milestones.

12 Attendance alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district that chooses not to attend charter schools. Education Code Section 47605(b)(5)(L)

WAYS is a school of choice. No student is required to attend WAYS. Students choosing not to attend WAYS may attend other public schools within their home school district. Admission to WAYS shall not entitle any student to subsequently enroll in any home district program or school, or any other school including charter schools. WAYS will provide information about attendance alternatives to inquiring parents/guardians or students. Further, Parents/guardians of each pupil enrolled in the charter will be informed via the Parent/Student handbook and during Parent Orientation, that the student has no right to admission in a non-charter district school as a consequence of enrollment in the charter school.

No student may be required to attend The Charter School. Pupils who reside within the District who choose not to attend Wisdom Academy for Young Scientists may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies.



13 Employee Rights

Employment Status of Employees

No public school district employee shall be required to work at the Charter School. Charter school employees will be employees of the charter school, not the County. In other words, persons employed by WAYS are not considered employees of the County for any purpose whatsoever. Employees of who resign from school district or other employment to work at WAYS and who later wish to return to a school district shall be treated the same as any other former school district employee seeking reemployment. Employee return rights to any school district will be determined by that district's policies and procedures and applicable collective bargaining agreements, if any.

Sick or vacation leave or years of service credit at a school district will not be transferred to WAYS. Employment by WAYS provides no rights of employment at any other entity, including any rights in the case of closure of WAYS.

14 Dispute Resolution

14.1 Process for Resolving Complaints/Grievances within the Wisdom Academy for Young Scientists

The Charter School recognizes that it cannot bind LACOE to a dispute resolution procedure to which LACOE does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outline below as suggested by the County.

The Charter School and the County will be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

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

All staff members will follow state and federal laws for reporting alleged improprieties as well as adhere to Wisdom Academy for Young Scientists Staff Policy. The policy will be revised and updated through the collaboration of the Principal and the teaching staff.

The following process shall apply to staff members filing a complaint or grievance:

An appointment with the Principal to discuss the incident/problem must be scheduled. This meeting will be held in an effort to discuss and resolve the matter effectively for all parties concerned.

If after the meeting the employee determines that a problem still exists then it must next be taken to the School Board. A conference with all parties involved and two-three board members will be held and mediated by an impartial third party agreed upon by the grievant and conference participants.

If the staff member who filed the complaint or grievance determines that a problem still exists, then he/she has the right to request that a representative from the State Arbitration Board mediate the process.

The decision following the final step, (step 2 or 3, as determined by the grievant) shall be binding and a conference report of the decision will be issued to all parties involved.

Non-participation in the process will result in issuance of a conference memo or a notice of unsatisfactory act or service to remain in the personnel file. Reference to this process is aforementioned in elements 11.4 and 11.5

14.2 Process for Resolving Disputes between WAYS and the County

Any controversy, claim, or dispute arising out of or relating to the charter agreement shall be handled first through an informal process in accordance with the procedures set forth below:

(1) Any controversy, claim, or dispute arising out of or relating to the charter agreement, or the breach thereof, must be submitted in writing (“Written Notification”). The Written Notification must identify the nature of the dispute. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. Written Notifications shall be addressed as follows:

To Charter School:

Executive Director

Wisdom Academy for Young Scientists

706 East Manchester

Los Angeles, CA 90001

323-253-8865

To County:

Charter Schools Office

Los Angeles County Office of Education

9300 Imperial Highway

Downey, CA 90242

(2) A written response (“Written Response”) shall be tendered to the other party within five (5) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

(3) If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter

be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute.

(4) If mediation is not successful, then the parties agree to settle the controversy, claim, or dispute by arbitration conducted by arbitration. If the parties cannot agree upon arbitration terms, then the parties shall submit to a single arbitrator in accordance with the rules or guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. Arbitration shall commence within 60 days from the final date of the mediation proceedings.

This Dispute Resolution process does not apply to revocation proceedings or related matters under regulations section 11968.5.2 and/or section 47607 of the Education Code.

The staff and governing board members of WAYS agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

15 Declaration of Exclusive Public School Employer

Wisdom Academy for Young Scientists shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act as specified in Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the California State Education Code [47611.5(b)]. In accordance with this code, WAYS employees have the right to join organizations of their choice, to be represented by such organizations in their professional and employment relationships with public school employers, to select one employee organization as the exclusive representative of the employees in an appropriate unit, and to afford certificated employees a voice in the formulation of educational policy.

16 Charter School Closure

16.1 Charter Revocation

The County may revoke the charter if WAYS commits a breach of any provisions set forth in the Charter School Act of 1992. The County may revoke the charter of the WAYS if the County finds, through a showing of substantial evidence, that the charter school did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the County will notify WAYS in writing of the specific violation, and give WAYS a reasonable opportunity to cure the violation, unless the County determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter. County and WAYS shall follow the CDE's charter school revocation regulations beginning at section 11968.5.2.

16.2 Closure Procedures

The following are closing procedures that abide by Cal. Educ. Code §47605(b)(5)(P), should the Charter School close for any reason. The decision to close Wisdom Academy for Young Scientists either by the WAYS governing Board or by the County, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the County; the Charter School board votes to close the school; or the Charter lapses. In the event of such a Closure closure Action or as soon as WAYS informs the County of its intent to voluntarily close, the following steps are to be implemented:

1. Identification of a responsible person(s) – e.g., ~~Executive Director~~ CEG, Financial Officer, Chair of the Charter School's governing board, to oversee and conduct the closure process.

2. Written notification to parents/guardians/caregivers of the enrolled students WAYS will be issued by WAYS within 72 hours after the determination of a Closure Action and the effective date of closure. A sample copy of the language

used in the written notification is also to be made to the County within the same time frame.

a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all

b. The process for transferring student records to the receiving schools shall be in accordance with County procedures for students moving from one school to another as indicated above.

c. Parents will also be provided with student information that includes closure notice, a copy of their child's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements and a transcript, and State testing results.

d. WAYS will prepare an electronic master list of all students to the County. This list will include the student's identification number, Statewide Student Identifier (SSID), birthdates, grade, full name, address, home school, enrollment date, exit code, exit date. If WAYS closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known.

e. The original cumulative files should be organized for the County to pick up in two categories: active students and inactive students. LACOE will coordinate with the Charter School for the pickup of the student records. The charter school is responsible for ensuring student records have been maintained in compliance with the LACOE Cumulative Records Handbook and applicable State Education Code provisions.

f. The charter school must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

g. The Charter school will provide to the County CSO a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable)

3. Written notification to the County and any other school districts of residence of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.

4. Transfer of the original student records to the County, within seven calendar days from the determination of an Action to Close.

5. Written notification to the California Department of Education, the Los Angeles County Office of Education, and the Special Education Local Planning Area (SELPA) in which the Charter School participates, of the Closure Action shall be made by the [Charter School] by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of these correspondences to the County CSO.

6. WAYS shall allow the County access, inspection and copying of all school records, including financial and attendance records, upon written request by the County.

7. A financial closeout audit of the Charter School will be paid for by WAYS to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. A neutral, independent licensed CPA who will employ generally accepted accounting principles would conduct this audit. Any liability or debt incurred by WAYS will be the responsibility of WAYS and not the County. The Charter School understands and acknowledges that WAYS will cover the outstanding debts or liabilities of WAYS. Any unused monies at the time of the audit will be returned to the appropriate funding source. WAYS understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the SELPA in which WAYS participates, and other categorical funds will be returned to the source of funds.

8. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the WAYS Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

9. The WAYS Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

10. In addition to a final audit, WAYS will also submit any required year -end financial reports to the California Department of Education and the County, in the form anytime frame required.

11. If the corporation is operated by a nonprofit corporation, and if the corporation doesn't have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.

b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to the County prior to approval of this Charter.

12. WAYS shall provide the County within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

13. WAYS will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. WAYS will copy the County on all correspondence.

14. Prior to final closure, WAYS shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File the final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end WAYS right to operate as a Charter School or cause WAYS to cease operation.

Additionally, should it be necessary for Wisdom Academy for Young Scientists to close for any reason, the following procedures will be observed:

- The WAYS Board will issue documentation of closure action. The action will identify the reason for the school's closure whether the charter was revoked, not renewed or closed voluntarily and the effective date of the closure.
- The WAYS Board, will issue notification to parents and students as soon as possible, once it appears that closure is imminent. The notification will include information on assistance in transferring each student to another appropriate school and a process for the transfer of all student records.
- WAYS and the County will work together to develop a process for the transfer of student records to the students' district of enrollment eligibility or other school to which the student will transfer. This process will include provisions for the County to maintain all school records including financial and attendance records, for a reasonable period after the school closure.
- A final independent audit shall be completed within 6 months after the closure of the school, its purpose being to determine the net assets or net liabilities of the school. This assessment will be conducted by a licensed CPA and will employ generally accepted accounting principles. Any

liability or debt incurred by WAYS is the responsibility of the charter school and not the County. WAYS understands that the charter school will cover outstanding debts or liabilities. Any unused monies at the time of the audit will be returned to the appropriate funding source. It is noted that only unrestricted funds will be used to pay creditors. Any unused AB 602 will be returned to the SELPA and other categorical funds will be returned to the source of funds.

- As needed for up to six months or until budget allows whichever comes first, sufficient staff, as deemed appropriate by the WAYS Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfer. The WAYS Board shall also adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

17 Other Items

17.1 Administrative services

Wisdom Academy for Young Scientists will contract with an independent business management firm to process payroll, quarterly payroll tax reports, and annual tax reports as required by the Employment Development Department, Internal Revenue Service and Social Security Administration.

WAYS will contract with an independent business management firm to process and maintain all accounting records. This company along with ~~the Executive Director~~ **CEG** will have direct oversight responsibility for maintaining accounts receivables, accounts payable, general ledger and payroll.

17.2 Process for Investment Procedures and Deposit of Funds

The WAYS Board will set investment policies and ~~the Executive Director~~ **CEG** will be responsible for executing those policies. Liquid cash will be invested in a checking account will require two signatures for withdrawals greater than \$5,000.

17.3 Process for Ensuring Adequate Cash Flow

An independent business management company will prepare monthly cash flow statements comparing actual cash flow to budget (See Appendix H). Bi-monthly presentations to the WAYS Board will be made and will highlight cash flow concerns if any are present.

17.4 Cash and revenue flow

Wisdom Academy for Young Scientists is a directly funded charter school. Funds still flowing through the County will be transferred via journal voucher entry, in a timely manner. Warrants are to be payable to Wisdom Academy for Young Scientists.

17.5 Balanced budget

Budget development will begin each year immediately following the January announcement of the governor's K-12 State Budget Proposals and continually refined through the May Revision to the Final State Budget Act. Budgeted resources will always be consistent with charter school goals as identified by the governing council.

Wisdom Academy for Young Scientists will adopt site based budgeting to 1) allow the direction of spending priorities in order to provide leverage for fundamental change 2) link budget to student outcomes and 3) make budgeting program-driven instead of formula-driven. WAYS will submit a balanced budget (see attached budgets), based upon projected enrollment and revenues, to the authorizer on a yearly basis.

17.6 Financial reports

WAYS will provide any financial information requested by the County and make its books available to the County during any business day upon request or within 24 hours. In addition, all legally required financial reports will be submitted to the County, in the format required by the County within time lines specified and clearly communicated by the County each year. The legally required financial statements include, but are not limited to, the following:

- Provisional Budget – Spring prior to operating fiscal year
- Final Budget – August of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – November following the end of the fiscal year
- Classification Report – monthly the Monday after close of the last day of the school month
- Statistical Report – monthly the Friday after the last day of the school month. In addition:
 - P1, first week of January
 - P2, first week of April

Wisdom Academy for Young Scientists shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the County and shall consult with the County regarding any inquiries.

17.7 Appropriation of funds

Wisdom Academy for Young Scientists shall invest in accordance with Government Code section 53600. et seq. The charter school can lease or acquire any needed facilities, with site inspection approval from the County. Any monies accrued from deposits or investments must be used to support the instructional program. All funds raised or generated by Wisdom Academy for Young Scientists will remain with the charter school.

In accordance with current Federal legislation, Wisdom Academy for Young Scientists will apply for directly to receive Title I funding based on eligibility of students. Funds will be used to support service personnel, e.g. paraprofessionals, nurse, psychologist, etc., and programs in accordance with federal guidelines do not prohibit such expenditures. Expenditures of Title I funds will conform to all guidelines, rules and regulations pertaining to the expenditures of such funds.

17.8 Special education attendance, fiscal and legal issues

WAYS will be its own local educational agency ("LEA") and will apply directly for membership in the Los Angeles County Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(b). WAYS will provide approved legal verification of membership in a state-approved SELPA.

Wisdom Academy for Young Scientists will assume responsibility for providing its own special education services and instruction, as set forth in the IDEA. WAYS may opt to purchase special education services, on a fee for service basis. Any changes to this agreement for fiscal accountability and provision of services to special education students shall be renegotiated with the district two (2) months prior to the beginning of a new fiscal year.

To meet State and Federal standards, the County will maintain oversight responsibility for the delivery of special education services but will work cooperatively with Wisdom Academy for Young Scientists.

For students transferring to WAYS from other school districts. The school shall provide related services required by the students' IEPs upon enrollment regardless of the type of service provider; the IEP team meetings for such students shall be held within thirty (30) days of enrollment.

To the degree the school is found out of compliance by a court, or federal or state agency, the School is solely responsible for all costs, fees (including attorney's fees), or other remedies associated therewith.

17.9 Insurance Requirements

No coverage shall be provided to the charter school by the County under any of the County's self-insured programs or commercial insurance policies. The charter school shall secure and maintain, as a minimum, insurance as set forth below

with insurance companies acceptable to the County to protect the charter school from claims which may arise from its operations. The following insurance policies are required:

- a. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the charter school from claims under Workers' Compensation Acts, which may arise from its operations.
- b. Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$5,000,000 for each occurrence. The policy shall be endorsed to name the County as additional insurers and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy. Coverage shall be maintained with no self-insured retention.
- c. Fidelity Bond coverage shall be maintained by the charter school to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

Concerning Insurance Certificates, the charter school shall furnish to the County's Insurance Section by the first Friday in October, certificates of such insurance signed by an authorized representative of the insurance carrier.

Certificates shall be endorsed as follows:

"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the County."

Facsimile or reproduced signatures may be acceptable. However, the County reserves the right to require complete certified copies of the required insurance policies.

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

17.10 Hold Harmless indemnification

To the fullest extent permitted by law the Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the County and the Board of Education and their members, officers, Principals, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this

charter agreement. The Charter School further agrees to the fullest extent permitted by law at its own expense, to indemnify, defend, and hold harmless the County and their members, officers, Principals, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission or acts committed by the Charter School, and their officers, Principals, employees or volunteers.

17.11 AB 1994

Consistent with AB 1994, WAYS will provide an annual financial report to the County in a format developed by the Superintendent of Public Instruction. The County will send this financial report to the Superintendent of Public Instruction. WAYS will submit its annual audit to the State Controller, COE, and the CDE.

17.12 Legal obligations/responsibility

Wisdom Academy for Young Scientists shall be solely responsible for the legal obligations and financial debts for the charter school or of its non-profit corporation.

17.13 Legal representation

The Charter School will retain legal representation. Legal representation is currently provided by Procopio, Cory, Hargreaves & Savitch LLP to act as an advisor regarding:

- Drafting and implementing of policies and procedures.
- All aspects of the operation of a non-profit California Public Benefit Corporation.
- All matters related to the school's potential liability.

17.14 Food service program

In accordance with the Federal Lunch Act, eligible students will be provided breakfast and lunch free or at reduced rate.

17.15 County impact

The Wisdom Academy for Young Scientists is located at 706 E. Manchester Avenue, Los Angeles, California; with satellite sites located at 8778 S. Central Avenue, Los Angeles, California 90002, and 7651 South Central Avenue, Los Angeles, California 90002. The sites will house grades K - 5 and school offices. The school will lease these facilities. At this time, the school does not anticipate having any material effect on the County's facilities needs.

17.16 Proposed charter term

This Charter shall become effective July 1, 2011 and expire on June 30, 2016.

17.17 Charter Renewal

The Charter School must submit its renewal petition to the County.

17.18 Obligation for compliance with the Education Code

It is understood that the Charter School shall comply with all the provisions set forth in this charter, but is otherwise exempt from the laws governing school districts except for all of the following:

47610. A charter school shall comply with this part and all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts, except all of the following:

(a) As specified in Section 47611.

That which is (b) As specified in Section 41365.

(c) All laws establishing minimum age for public school attendance.

(d) The California Building Standards Code (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located.

(e) Charter school facilities shall comply with subdivision (d) by January 1, 2007.

47610.5. A charter school facility is exempt from the requirements of subdivision (d) of Section 47610 if either of the following conditions apply:

(a) The charter school facility complies with Article 3 (commencing with Section 17280) and Article 6 (commencing with Section 17365) of Chapter 3 of Part 10.5.

(b) The charter school facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.

17.18 Supervisory oversight

Per Education Code Section 47613, the County may charge the maximum supervisory oversight fee, permitted by law.

17.19 Attendance accounting

Wisdom Academy for Young Scientists will utilize reporting procedures approved by the County. Attendance accounting procedures will satisfy requirements of CDE, and LACOE. Classroom teachers will report daily attendance to the office manager. Official registers will be completed on a monthly basis documenting the

month's attendance. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to the County on a monthly basis. School calendar will be provided to the County yearly for annual review. WAYS school year calendar spans 180 days. The school day begins at 8:00 and concludes at 2:45 pm.

17.20 Student information systems

Wisdom Academy for Young Scientists will utilize a Student Information System (SIS) acceptable to the County. WAYS will utilize attendance software and forms approved by the State and the County to facilitate transmission of attendance data.

17.21 Operations

School policy is developed by the school administration and approved by the school board. The faculty has input and may assist in the development of such policies. The school Principal and staff will carry out the day-to-day operations. The Principal will be held responsible for the timely and appropriate reporting regarding student outcomes, budget, etc. Reporting will be implemented in accordance with specific agreements between WAYS and the County. Evaluation and hiring criteria, decisions and procedures are set forth in this petition.

17.22 Facilities

Charter Petitioner or Developer: Mickey Cureton, Wisdom Academy for Young Scientists, C/O Executive Director Ed Cabil

CEG

Charter Management Organization _____ N/A _____

CEG

Petitioner's Mailing Address 706 E. Manchester Ave., L.A., CA 90001

Proposed Charter School Location 706 E. Manchester Ave., L.A., CA 90001

Charter School Satellite Sites Locations 7651 S. Central Ave., L.A., CA 90001 and

8778 S. Central Ave., LA., CA

90002

LAUSD Attendance Area Local District R, South Park Elementary

Proposed Charter School to be located within the boundaries of LAUSDLOS ANGELES COUNTY.

17.22.1 Facility status

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

17.22.2 Description of the Facility to be Used

Wisdom Academy for Young Scientists will be located at 706 E. Manchester Avenue, Los Angeles, California. The site is located in South East Los Angeles, within the borders of the County. The facilities have classrooms, exploration/creation space, offices, multi-purpose room, staff resource room, conference room and full kitchen. Wisdom Academy for Young Scientists will also be located at two satellite sites, 8778 S. Central Avenue, Los Angeles, California 90002, and 7651 S.outh Central Ave.nue, Los Angeles CA, California 90002.

17.22.3 Occupancy of the Site

The charter petitioner or developer shall provide the County with a final Certificate of Occupancy at least 45 days prior to the date the school is scheduled to open, issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without a Certificate of Occupancy for the designated use of the facility unless the County makes an exception. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the County for each facility at least 45 days before the school is scheduled to open or operate in the facility or facilities. Charter School shall not open in any location for which it has failed to timely provide a Certificate of Occupancy to the County, unless otherwise discussed with and approved by County. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

17.22.4 Health & Safety

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

17.22.5 Asbestos Management

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

17.22.6 District Facilities

If District facilities are used during the term of this charter, the charter shall abide by and adhere to all LAUSD standards and established policies relating to Maintenance & Operations.

Appendix A: Calendar of Operational Days

Appendix B: Organizational Chart, Board Questionnaires and Resumes

Appendix C: Governing Board Member's Roster

Appendix D: Annual Audit

Appendix E: Conflict of Interest

Appendix F: Lottery Form

Appendix: G: Enrollment Application

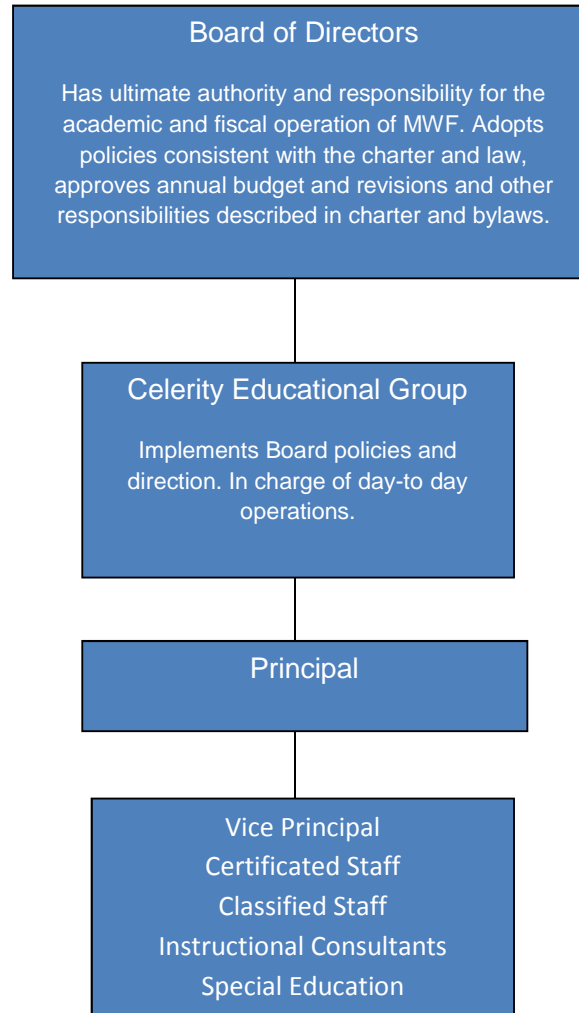
Appendix H: Budget

Appendix I: Articles of Incorporation and Bylaws

Appendix J: Demographic Information for Prospective Site

Final Decision to Revoke and Accompanying Exhibits
Merle Williamson Foundation
DbA Wisdom Academy for Young Scientists

Organizational Chart



**CHARTER MANAGEMENT (CMO) AGREEMENT BETWEEN CELERITY
EDUCATIONAL GROUP AND THE WISDOM ACADEMY OF YOUNG SCIENTISTS
CHARTER SCHOOL**

This Charter Management (CMO) Services Agreement (“Agreement”) is entered into and executed as of October 17 2014, by and between Celerity Educational Group, a California nonprofit public benefit corporation (“CEG”), and the Merle Williamson Foundation, a California non-profit public benefit corporation (“MWF”) doing business as Wisdom Academy of Young Scientists (“WAYS”), for CEG to take over day-to-day operations of WAYS with respect to the following facts:

A. MWF is a California nonprofit corporation that currently operates WAYS charter school, a K-5 charter school authorized by the Los Angeles County Board of Education, with oversight by the County Superintendent (together referred to as “LACOE”);

B. On September 23, 2014, the Los Angeles County Board of Education adopted a Notice of Intent to Revoke (“NIR”) the WAYS charter, citing a lack of adequate internal financial and institutional controls at the school, deficiencies in governance and board leadership, and insufficient management at the charter school;

C. In order to continue operation of the school and remedy the issues cited in the NIR, WAYS desires to engage the services of a qualified charter management organization (“CMO”) experienced in the operation and governance of successful charter schools in Los Angeles, and that can provide new management and leadership to the WAYS charter school;

D. CEG is a California nonprofit public benefit corporation organized under California law for public and charitable purposes to operate charter schools, and currently operates seven (7) charter schools in Los Angeles;

E. One of the charter schools successfully operated by CEG—Celerity Sirius Charter School—is authorized by LACOE;

F. Celerity Sirius Charter School is an elementary school located in Compton, California, with a student population that is for operational purposes similar to the population at WAYS;

G. CEG offers a comprehensive package of charter management services and employs individuals (“Employees”) who are experienced, competent and specially trained to provide the services involved in and required by WAYS’ operations;

H. CEG also has a veteran board of directors with experience in charter school governance and authorizer relations, particularly in Los Angeles, and specifically with LACOE and the Los Angeles Unified School District (“LAUSD”). CEG board members have backgrounds of success in diverse facets of education, nonprofit governance and operation,

finance and strategic development, law, and education in marginalized communities. A "factsheet" with the CEG board member bios is attached hereto as Exhibit "A".

I. CEG and WAYS desire to enter into this Agreement for CEG to serve as the CMO of WAYS and take over day-to-day operations of WAYS for the remainder of WAYS' charter term, specifically to provide comprehensive new charter management to WAYS, as well as specific operational and governance services described in Section 1 herein.

J. This Agreement is conditioned on approval by the Los Angeles County Board of Education of a material revision of the WAYS charter to reflect CEG's provision of CMO services to WAYS as outlined herein.

NOW, THEREFORE, the parties agree as follows:

1. SERVICES.

1.1. Listed Services. CEG shall perform the following comprehensive CMO services for WAYS ("Listed Services"):

1.1.1. *Selection of Principal.* CEG will ensure a new Principal, Vanessa Marroquin, Ed.D., is put in place at WAYS by November 2, 2014, whose resume is attached hereto as Exhibit "B".

1.1.2. *New Board Members.* CEG will recruit and identify new qualified board members to serve on the WAYS board by December 1, 2014 (CEG has already identified several qualified candidates, whose bios are available upon request). CEG will interview the new WAYS board candidates, nominate and recommend them to the WAYS board for election, with the first batch of candidates to be recommended to the WAYS board by December 1, 2014.

1.1.3. *Day to Day Management.* CEG will function as the Executive Director ("ED") of WAYS, and will provide all day-to-day ED services.

1.1.4. *Board Meeting Support.* CEG will provide professional development and training for the WAYS board, and will prepare the agendas, agenda packets and minutes for each WAYS board meeting, as well as other board meeting support as needed.

1.1.5. *Vendor Selection.* CEG will review and assist in the selection of each vendor used by WAYS, and will scrutinize in particular whether a proposed vendor is a related party to any person at WAYS.

1.1.5. *General Authorizer Relations.* CEG will serve as a day-to-day contact person at WAYS for the LACOE Charter School Office. CEG will oversee any communication received by WAYS from the LACOE Charter School Office, so that such communication is promptly and fully addressed and responded to by WAYS.

- 1.1.6. *Instructional School Leadership, Management and Operations.*
- 1.1.7. *Participate in Student, Parent & Community Engagement Operations*
- 1.1.8. *Identification, Recruitment, and Selection of Key WAYS Employees*
- 1.1.9. *Identify and Develop Pool of Highly Qualified Teachers for WAYS*
- 1.1.10. *Student Recruitment*
- 1.1.11. *Master Program Planning*
- 1.1.12. *Assist School to Secure Funding for Growth*
- 1.1.13. *Charter Petition Renewal/ Modification Authorizer Review Process.* CEG will work directly with the LACOE Charter Schools Office on behalf of WAYS on any charter renewal, revision or review by LACOE.
- 1.1.14. *Design and Implementation of Teacher Professional Development*
- 1.1.15. *Oversight of Day-to-Day Instructional Operations*
- 1.1.16. *Oversight of Food Program Operations*
- 1.1.17. *Oversight of Emergency Procedures*
- 1.1.18. *Oversight of Communications Technology*
- 1.1.19. *Oversight of Special Education*
- 1.1.20. *Oversight of Health Services*
- 1.1.21. *Special Education Program Overall Guidance and Compliance*
- 1.1.22. *Coordinate WAYS' Use of LACOE-approved Finance, Student, Achievement Data Systems*
- 1.1.23. *Research, Application, and Acquisition of Competitive Grant Awards*
- 1.1.24. *Assist WAYS to Identify/Negotiate/Finance of School Facilities*
- 1.1.25. *Charter Market Analysis and Demographic Review*
- 1.1.26. *Assist in Insurance Selection; Oversee Maintenance of Insurance; Insurance Fiscal and Claims Liaison*

1.1.27 *Insurance Audits*

1.2. Additional Services. In addition to comprehensive CMO services, CEG may also provide certain additional or other related services not described in Section 1.1. as WAYS may from time to time request and that are mutually agreed upon by CEG and WAYS in writing (“Additional Services”). For example, such Additional Services may include, but are not limited to:

- 1.2.1. Facilities Repair
- 1.2.2. Facilities Maintenance
- 1.2.3. NSLP Data
- 1.2.4. NSLP Reporting
- 1.2.5. NSLP Fiscal Compliance
- 1.2.6. IT Support
- 1.2.7. IT Helpdesk
- 1.2.8. IT Marketing Collateral Printing
- 1.2.9. Media Creation
- 1.2.10. Marketing Collateral Design, Business Cards and Letterhead
- 1.2.11. Website and Graphic Design
- 1.2.12. Print Design and Process
- 1.2.13. Student Media Support
- 1.2.14. Reprographics

2. COMPENSATION.

2.1. Listed Services. As compensation for CEG’s provision of Listed Services in Section 1.1., WAYS agrees to pay CEG twelve percent (12%) of the revenue of the WAYS school. The foregoing compensation does not include compensation for any Additional Services. CEG will provide a monthly invoice detailing the services provided, and WAYS’s payment shall be due within thirty (30) calendar days of the invoice date. The “revenue of the WAYS school” shall include the general purpose entitlement and categorical block grant as defined in Education Code section 47632(a) and (b).

2.2. Additional Services. As compensation for CEG's provision of Additional Services, WAYS agrees to pay CEG the cost of each specific service provided. CEG and WAYS shall mutually agree upon the cost of each additional or other related service in writing before the provision of such services. If such additional or other related services are provided, CEG will provide a monthly invoice detailing the services provided, and WAYS's payment shall be due within third (30) calendar days of the invoice date.

3. EMPLOYMENT RELATIONSHIP.

3.1. Employees performing services pursuant this Agreement are, and shall remain, the employees of CEG, and shall be subject to the ultimate direction and control of CEG and its directors, officers, and other representatives.

3.2. CEG shall have full and sole legal control over and responsibility for payment of all compensation and benefits to the Employees, as well as the full and sole responsibility for ensuring compliance with any and all applicable state and federal income tax withholding, state and federal unemployment and disability insurance withholding and contributions, and social security tax withholding and contributions.

4. TERMINATION AND MODIFICATION.

4.1. This Agreement shall continue in effect for the remainder of the term of the WAYS charter, beginning on November __, 2014. This Agreement shall automatically renew at the end of the charter term, and for consecutive successive charter terms, on the same terms and conditions herein, unless modified by mutual agreement of the parties or terminated by either party in accordance with section 4.2 below.

4.2. This Agreement may be terminated by either CEG or WAYS upon ninety (90) days prior written notice to the other party, with or without cause. However, in consideration of the fact that this Agreement will require CEG to mobilize resources and Employees to take over day-to-day operations of WAYS immediately, mid-school-year and mid-charter-term, in the event that WAYS terminates this Agreement without cause, WAYS shall be required to pay CEG twelve percent (12%) of the revenue of the WAYS school for the duration of the charter term.

4.3. This Agreement may be amended by mutual consent but only if in writing and signed by both parties. Any such amendment shall be consistent with the WAYS charter.

5. NOTICE.

5.1. All notices, requests, offers or demands or other communications (collectively "Notice") given to or by the parties under this Agreement shall be in writing and shall be deemed to have been duly given on the date of service if personally served on the party to whom Notice is to be given, or seventy-two (72) hours after mailing by United States mail first class, registered

or certified mail, postage prepaid, addressed to the party to whom Notice is to be given, at such party's address set forth on the signature page of this Agreement or such other address provided by the receiving party.

6. CONFIDENTIAL AND PROPRIETARY INFORMATION.

6.1. For the purposes of this Section, the term "Confidential Information" means all confidential or proprietary information or materials including, without limitation, any documentation, processes, specifications, instructions, know-how, reports, data packages, inventions, ideas and business information, privileged communications and reports, whether or not such information would be enforceable as a trade secret or copyright or the copying of which would be enjoined by a court as constituting unfair competition, which is disclosed by either party to the other party.

6.2. Each party to this Agreement acknowledges and agrees that the other party is entitled to protect and prevent the disclosure or misuse of its Confidential Information, and hereby agrees, at all times after the date hereof, not to disclose, or permit any third party to disclose or use (a) Confidential Information at any time prior to or after the date hereof, or (b) information derived by one party from the other party's Confidential Information which information could not have developed independently, and (c) shall continue to treat the Confidential Information as confidential and nondisclosable, except in each case for and to the extent to which:

6.2.1. Such information is or becomes part of the public domain through no fault of the party;

6.2.2. Such information is disclosed (without obligation of confidentiality) with the prior written approval of the other party;

6.2.3. Such information was, as demonstrated by written records, in the party's possession before the disclosure; or

6.2.4. Such information becomes known to the party from a source other than the other party, provided that such other source has the right to disclose such information without restriction.

6.2.5. Such information is required to be disclosed by law, subject to Section 6.3, below.

6.3. In the event that either party is requested or required by statute, regulation, order of any court or by rule or order of any governmental agency to disclose any Confidential Information, the disclosure of which would otherwise be prohibited by this Agreement, that party shall supply the other party with prompt notice of such request(s) so that party may seek an appropriate protective order.

6.4. To the extent that is necessary and permissible to disclose any education records to employees of CEG in order for CEG to perform the services provided under this Agreement, WAYS designates those employees of CEG performing such services as agents of the school having a legitimate education interest solely for the purpose of entitling such persons to access education records under the Family Educational Rights and Privacy Act (20 U.S.C. section 1232g and implementing regulations; "FERPA"). The parties agree to comply with applicable laws related to student education records including FERPA.

6.5. To the extent that materials, documents or ideas were, or are, owned, designed, developed, formulated, written by or created by CEG or persons employed by CEG, WAYS agrees that CEG shall own all copyright, trademark, licensure, royalty or other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials provided by CDG, its employees, members, Board of Directors, officers or subcontractors. WAYS shall have the right to use such materials at the discretion of CEG during the term of this Agreement.

7. INDEMNIFICATION

7.1 CEG shall defend, indemnify and hold WAYS, its directors, officers, employees and agents harmless against and from all claims, actions, costs, expenses, damages, injury or loss (including reasonable attorneys' fees) to which WAYS, its directors, officers, employees and agents may be subject by reason of any wrongdoing, misconduct, negligence or default by CEG, its directors, officers, agents or employees in the execution or performance of this Agreement.

7.2 Likewise, WAYS shall defend, indemnify and hold CEG, its directors, officers, employees and agents harmless against and from all claims, actions, costs, expenses, damages, injury or loss (including reasonable attorneys' fees) to which CEG, its directors, officers, employees and agents may be subject by reason of any wrongdoing, misconduct, negligence or default by WAYS, its directors, officers, agents or employees in the execution or performance of this Agreement.

8. MISCELLANEOUS.

8.1. Headings. The descriptive headings of the Sections and paragraphs of this Agreement are inserted for convenience only, are not part of this Agreement, and do not in any way limit or amplify the terms or provisions of this Agreement.

8.2. Assignment. No party shall assign this Agreement, any interest in this Agreement or its rights or obligations under this Agreement without the express prior written consent of the other party hereto. This Agreement shall be binding on, and shall inure to the benefit of, the parties and their respective permitted successors and assigns.

8.3. Force Majeure. If any circumstance should occur that is not anticipated or is beyond the control of a party or that delays or renders impossible or impracticable a party's

performance under this Agreement. the party's obligation to perform such services shall be postponed for a period equal to the time during which such circumstances shall end, or, if such performance has been rendered impossible by such circumstance, shall be cancelled.

8.4. No Third-Party Rights. This Agreement is made for the sole benefit of the parties. Except as otherwise expressly provided, nothing in this Agreement shall create or be deemed to create a relationship among the parties or any of them, and any third-party, including a relationship in the nature of a third-party beneficiary or fiduciary.

8.5. Professional Fees and Expenses. Each party shall bear its own expenses for legal, accounting, and other fees or expenses in connection with the negotiation of this Agreement.

8.6. Compliance with All Laws, Polices, Procedures and Rules. In performing this Agreement, each party will comply with all applicable federal and state laws, local regulations and school policies including requirements of any applicable charter.

8.7. Survival. The obligations, rights and responsibilities of Sections 2 (to the extent such obligations were incurred prior to termination or expiration), 6 and 7 shall survive the termination or expiration of this Agreement.

8.8. Entire Agreement. This Agreement, including all exhibits hereto, constitutes the entire agreement between the parties with respect to the subject matter contained herein and supersedes all agreements, representations and understandings of the parties with respect to such subject matter made or entered into prior to the date of this Agreement.

8.9. Amendment. No supplement, modification or amendment of this Agreement shall be binding unless executed in writing by the parties. No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

8.10. Governing Law. This Agreement and all questions related to its validity, interpretation, performance, and enforcement (including, without limitation, provisions concerning limitations of actions), shall be governed by and construed in accordance with the laws of the State of California, notwithstanding any conflict-of-laws doctrines of such state or other jurisdiction to the contrary and without the aid of any canon, custom, or rule of law requiring construction against the draftsman.

8.11. Jurisdiction, Forum or Venue. The proper jurisdiction, forum and venue for any arbitration, claims, causes of action or other proceedings concerning this Agreement shall be located in the State of California, County of Los Angeles. The parties agree not to bring any arbitration, action or other proceeding arising out of or relating to this Agreement in any other jurisdiction, forum or venue. The parties hereby submit to personal jurisdiction in the State of California for any arbitration, action or other proceeding arising out of or relating to this

Agreement, including but not limited to enforcement of this Agreement, and hereby waive any and all personal rights under the law of any state or other jurisdiction to object to jurisdiction within the State of California for the purposes of any such arbitration, legal action or proceeding, whether on the grounds of inconvenient forum or otherwise.

8.12. Attorney's Fees. In the event any action at law or in equity, arbitration or other proceeding is brought to interpret or enforce this Agreement, or in connection with any provision of this Agreement, the prevailing party shall be entitled to its reasonable attorneys' fees and other costs reasonably incurred in such action or proceeding.

8.13. Arbitration. Any controversy or claim arising out of this Agreement, or the breach thereof, shall be settled by arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association, and judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction.

8.14. Severability. If any provision of this Agreement is invalid or contravenes California law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

8.15. Counterparts. This Agreement may be signed in counterparts, which shall together constitute the signed original Agreement.

8.16. Electronic Signatures. This Agreement, and any amendment or modification to this Agreement, may be accepted in electronic form (e.g., by scanned copy of the signed document, an electronic or digital signature or other means of demonstrating assent) and each party's acceptance will be deemed binding on that party. Each party acknowledges and agrees it will not contest the validity or enforceability of this Agreement, and any amendment or modification to this Agreement, including under applicable statute of frauds, because they were accepted or signed in electronic form. Each party further acknowledges and agrees that it will not contest the validity or enforceability of a signed facsimile copy of this Agreement, and any amendment or modification to this Agreement, on the basis that it lacks an original handwritten signature. Facsimile signatures shall be considered valid signatures for purposes of this Agreement and any amendment or modification to this Agreement. Computer maintained records of this Agreement and any amendment or modification to the Agreement when produced in hard copy form shall constitute business records and shall have the same validity as any other generally recognized business records.

8.17. Legal Authority. Each party represents and warrants that the individual executing this Agreement on their behalf is a person duly authorized and empowered to execute this Agreement for such party.

[SIGNATURES FOLLOW]

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first set forth above.

CELERITY EDUCATIONAL GROUP, A
CALIFORNIA NON-PROFIT PUBLIC
BENEFIT CORPORATION

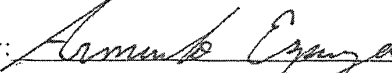
By:  November 3, 2014

Its: Chief Executive Officer

Address: 2069 W. Slauson Ave.

Los Angeles, CA 90047

MERLE WILLIAMSON FOUNDATION,
A CALIFORNIA NON-PROFIT PUBLIC
BENEFIT CORPORATION d/b/a
WISDOM ACADEMY OF YOUNG
SCIENTISTS

By: 

Its: Board Chair.

Address: 706 E. Manchester ave

Los Angeles CA 90001

Exhibit A

CELERITY EDUCATIONAL GROUP

OUR BOARD

Dana Walden, Executive Director of The Dream Project

Prior to his current position he was co-owner of Laurel Canyon Animal Company (LCAC) and still is a principal Producer and Founder of Enlightened Innertainment (EI). LCAC is a record label that specializes in fund raising for animal rescue organizations and student awareness programs in middle schools. EI creates media that educates and entertains. Mr. Walden has experience working within the non-profit model as well as hands on in the classroom. He has created media (visual and audio) products and projects that have reached millions of people worldwide. Mr. Walden specializes in managing the visionary and creating programs that can be sustainably actualized.

Curt Hessler, Board Member

Mr. Hessler is an attorney and former Assistant Secretary of the Treasury for Economic Policy; Executive Director of President Carter's Economic Policy Group; and Associate Director of the President's Office of Management and Budget. In addition he has over two decades experience at the CEO/Board-level leadership in the media and IT industries and is a Professor at the UCLA School of Law with extensive experience in finance, strategic development, and law.

Julie Stern

Julie Stern is the Executive Producer of La Voz Kids with NBC Universal. Prior to joining NBC Universal, Ms. Stern was the Senior Vice President, Production for the Oprah Winfrey Network. She was responsible for the oversight of the network's production in daytime and primetime series, specials and documentaries.

Ms. Stern, is a highly seasoned Producer, with an impressive range of experience having worked with almost every major broadcast and cable network. She has also served as Vice President, Production for Lifetime Entertainment, where she was responsible for oversight of all unscripted programming, including the Emmy Award winning hit reality series, Project Runway. Other credits include: numerous nationally televised live events, such as the Primetime Emmy Awards, MTV Video Music Awards and the People's

Choice Awards; the Emmy Award winning series Win Ben Stein's Money; and a successful six year tenure at Buena Vista Productions/The Walt Disney Company as the Executive in Charge of Productions. Ms. Stern's involvement in the non-profit community includes producing and directing high-profile charity events for organizations such as Aids Project LA and the Lupus Foundation. Currently, Ms. Stern holds membership in the Academy of Television Arts and Sciences, Producer's Guild of America.

Ron Ben-Yehuda, Board Member

Ron Ben-Yehuda has more than twenty years' experience helping his clients to commercialize their intellectual property and technology. He works with clients at all stages, from pre-investment startups to established mid-market companies to Fortune 100 companies. His experience includes: Technology Licensing, Development and Marketing and Related Services, IT acquisitions, licenses and services and BP Outsourcing, Mergers and Acquisitions, Online Sales and Marketing; SaaS and Intellectual Property Planning and Strategy.

Ron also has practical business experience. He has served as general counsel of two software companies, one private and one public. At one of those companies, he was also the Chief Business Development Officer, overseeing the establishment and development of numerous strategic marketing and technology relationships that generated most of the company's customer acquisition and growth during his tenure. He uses that business experience to help his clients structure successful strategic relationships.

Ron has been a frequent lecturer and author, speaking at numerous conferences and events, including conferences or events sponsored by UCLA Law School, the USC Computer Law Institute, the Copyright Office, the Practicing Law Institute, KPMG, Southern Methodist University, the Computer Law Association, Glasser LegalWorks, the City of Hope and the Korean Institute of Technology and the Law.

Ron earned a B.A. in economics, Phi Beta Kappa, summa cum laude, from Yale College, and a J.D., with distinction, from Stanford Law School.

Jeffrey S. Klein, Board Member

Jeffrey S. Kline is a season media business CEO and senior executive with more than 25 years of experience operating newspaper, magazine, internet and trade show businesses. With the backing of a Chicago-based private equity firm, The Frontenac Company, Klein co-founded 101communications – a B2B multimedia publisher serving the information technology market. Klein spent 15 years with the Los Angeles Times and Times Mirror in senior management positions, including senior vice president and general manager,

news, and senior vice president for consumer marketing.

Klein is active in the community, and has served on various nonprofit boards, including the United Way, Foundation for American Communications and the Alliance for the Arts. He recently finished his two-year term as chairman of the board of directors of MEND, Meet Each Need with Dignity, the largest privately funded antipoverty agency in the San Fernando Valley, where he led its \$8.5 million capital campaign.

Mr. Kline received his Bachelor of Arts degree, graduating summa cum laude in Political Science and Psychology, from Claremont McKenna College; his Master of Science degree at Columbia University Graduate School of Journalism, and received his Juris Doctor from Stanford University School of Law.

EXHIBIT B

Vanessa Marroquin, Ed.D.12750 Centralia St. #99•Lakewood, CA, 90715
Phone: 714-6002379 • E-Mail: Marroquin-v@hotmail.com**Objective**

I am seeking a position that will equip me with the ability to utilize both my work ethic and experience within the educational system to create success for all students. I would like to put into action my leadership skills, educational experience, and by fulfilling a meaningful position that establishes justice for all.

Experience

Celerity Educational Group**July 2012- Present**

Curriculum Specialist/Administrator in Training

Responsibilities:

- Instructional Coach at school site grades Transitional Kindergarten through Seventh grade
- Mentor teachers and provide support and feedback on pacing plans
- District Curriculum Specialist for sixth to eighth grade English Language Arts and Math
- Conduct district wide and school site professional development
- Host Grade Level meetings weekly with focus on data driven instruction
- Create Benchmarks across district
- Oversee the daily operations of school site
- Common Core implementation across district
- Create pacing guides for district with assessments
- Monitor data and school progress

Compton Unified School District**August 2008- June 2012**

Lead Teacher: Second, Fourth, Fifth

Responsibilities:

- Utilize bilingual skills to assist bilingual students
- Provide intervention for needed students
- Correct assignments and prepare lessons
- Teach Open Court, Science, Art, ELD, Social Science, Math, and Reading/ Writing
- Actively engaged students in curriculum
- Integrated cultural diversity/ awareness in the classroom setting
- Leadership team member
- Fourth Grade Chair
- Performing Arts Program Director
- Accelerated Reader Coordinator
- Thinking Maps Certification
- Inclusive Teaching Trainer

Project DREAM (Directing Reform for an Educational Access Movement, helping marginalized students navigate the pipeline into higher education)**August 2008- Present**

Director

Responsibilities:

- Creating a project for widening the pipeline into further education
- Collecting data
- Hosting community events promoting change
- Recruiting local organizations for donations and help

Los Angeles Unified School District**August 2007- June 2008**

Teacher: First and Fourth

Responsibilities:

- Utilize bilingual skills to assist bilingual students
- Correct assignments and prepare lessons
- Teach Open Court, Science, Art, ELD, Social Science, Math, and Reading/ Writing
- Actively engaged students in curriculum
- Integrated cultural diversity/ awareness in the classroom setting

Education

California State University, Long Beach**June 2011- May 2014**

Doctorate in Educational Leadership

Dissertation Topic: Mixed Citizenship Status Families and Aspirations for Higher Education.

University of California, Los Angeles**June 2010- June 2011**

- Master of Arts in Education Leadership
- Administrative Credential

Pepperdine University, Graduate School of Education and Psychology

- Masters of Arts in Education
- Profession Multiple Subject Credential with English Learner Authorization

California State University, Fullerton**September 2003- June 2007**

- Bachelor of Arts in Liberal Studies

Skills

PROFESSIONAL MEMBERSHIPS

- Pepperdine University
 - Urban Parent Teacher Education Collaborative (UPTEC)
 - Dean's List for Academic Achievement
- California State University, Fullerton
 - Dean's List for Academic Achievement

SUMMARY OF QUALIFICATIONS

Excellent communication, interpersonal, and organizational skills, with the ability to build and nurture productive relationships with various groups. A self-motivated, energetic, and creative individual who is a team player. Extensive



knowledge of technology and computer skills, proficient in Microsoft Office and internet.

PROFESSIONAL ACTIVITIES

Presenter at the American Educational Research Association (AERA) annual conference 2008 with Pepperdine University

Topic: "Critical Teacher Education: Including Urban Parents, Families, and Communities in the Teacher Education Process."

University of California, Los Angeles Master's Research Paper

Topic: Undocumented Students

LANGUAGES

Fluent in Spanish and English

COMPUTER

MS Word, MS Excel, MS Publisher, Power Point, Adobe Illustrator, Adobe Photoshop, Internet Skills

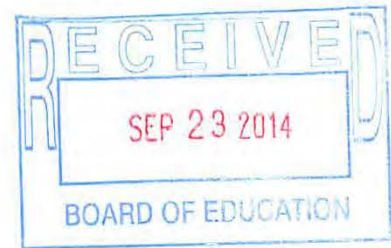
References available upon request

EXHIBIT III

BOARD FILE WISDOM ACADEMY FOR YOUNG SCIENTISTS

September 23, 2014

Members of the Los Angeles County Board of Education
c/o Superintendent Arturo Delgado
Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242



Re: Proposed Issuance of Notice of Intent to Revoke to Wisdom Academy for Young Scientists ("WAYS")

Dear Members of the Board of Education:

You are considering a Notice of Intent to Revoke ("NIR") the WAYS charter, which your staff approved in arbitration **less than two weeks ago**. WAYS is one of the last community-based charter schools in South Los Angeles, and among **the highest performing** public elementary schools in all of South LA. WAYS is among **the most fiscally-sound** charter schools in the entire region, and has the **highest asset-to-debt ratio** (average of 12:1) of any other LACOE-authorized school. The WAYS Board has consistently achieved its key goal—to operate an academically successful, financially stable charter school. Despite LACOE staff's repeated complaints that WAYS is "mismanaged" by particular individuals, the school undeniably has financial stability, increased student enrollment, and objective student success. It would be a grave mistake to revoke the WAYS charter based upon the demonstrably incorrect or irrelevant allegations presented to you today in the staff report. **If you have not fully read and analyzed our July 31, 2014 response and evidence, we urge you to abstain from casting a vote on this matter.**

In response to the Notice of Violation ("NOV"), WAYS provided a comprehensive response along with three binders of evidence that refuted each and every point raised by your staff. We provided electronic copies to each of you individually and urged you to review the evidence. We provided abundant evidence that there are no current, uncured violations of law or charter at WAYS and that the "evidence" in support of LACOE staff's claims in the NOV was woefully insufficient to form the basis of a revocation. We realize that this process has become very document-heavy, but it is imperative that you read WAYS' responses and review the exhibit binders carefully to understand why issuing the proposed NIR would be a huge mistake, not only because it would violate the revocation standards in the Charter Schools Act, but also because of the destructive impact it would have on our young students from South LA. You are well aware that there is no comparable school, either academically or socially, for our students to turn to. Approving the NIR would mean you are dumping our students back into schools that failed them—schools that are undeniably inferior to WAYS's academics and opportunities.

WAYS Is the Highest Performing Public Elementary School in the Community.

In terms of 2013 growth API score, WAYS academically outperformed all 19 public schools that are within a three-mile radius of the WAYS East Manchester campus. (Exhibit 1.)

Salvation Army Campus
7651 S. CENTRAL AVE
LOS ANGELES, CA 90001
Phone 323-537-8194
Facsimile 323-537-8209

Manchester Campus (Official Mailing Address)
706 E. MANCHESTER AVE
LOS ANGELES, CA 90001
Phone 323-752-6655
Facsimile 323-752-6644

Kinder Campus
8778 S. CENTRAL AVE
LOS ANGELES, CA 90001
Phone 323-589-6500
Facsimile 323-589-6550

With a 2012-2013 growth of 54 API points, WAYS was one of only six schools in this radius with a positive growth last year, and one of only four to meet their growth target. WAYS is academically outperforming every school in the area that our students would be forced to attend if the charter is revoked. If the County Board revokes the charter, it would do severe damage to the ability of these young students to maintain their positive academic growth and improve their quality of life.

WAYS is Among the Most Fiscally Sound Charter Schools In the Region.

The proposed NIR repeatedly implies, incorrectly, that the school is so severely fiscally mismanaged that it needs to be shut down. If that were the case, the school's accounting books and records would reflect that. Instead, a quick look at the school's financial snapshot reveals that the school has among the highest asset-to-debt ratio of any charter school in all of Los Angeles. **This fact is undisputed by LACOE staff.** The school's average ratio (the ability to pay current liabilities when due) of 12:1 is six times higher than the industry goal of 2:1. The school's coverage ratio of total debt to total assets is 9%, meaning the school can withstand losses in the future without worrying about inability to pay its bills. This fact demonstrates a history of sound fiscal management, and completely refutes the LACOE staff's claim that the WAYS Board is unfit to monitor the school's assets and fiscal status. Not only has the WAYS Board continuously guided the school to solid financial ground, it has consistently been one of the better-managed public schools in all of South LA.

We want to reiterate that WAYS has long been subjected to unfair treatment and retaliation from the LACOE Charter School Office. This is not an attempt to confuse the issues, this is a fact. We provided evidence of numerous examples of unfair treatment in our responses to the NOV, including the egregious example of the initiation and completely improper use of the FCMAT extraordinary audit procedures afforded to charter authorizers. LACOE initiated the FCMAT audit at least in part to target and publicly persecute the Okonkwo family, which LACOE staff strangely calls a "false and offensive" claim. One short glance at the FCMAT intake form, **which was prepared by LACOE staff**, clearly identifies the "Okonkwo family" as "suspects" to be investigated for "conflicts of interest" and "conspiracy." (Response to NOV Exhibit 13, WAYS000063.) An audit of a charter school should not include an investigation for "conspiracy"—an allegation of criminal activity with personal ramifications beyond the scope of a charter revocation. FCMAT informed WAYS that it performed private background checks on *six* members of the Okonkwo family even though only Kendra, Jason, and Deara Okonkwo have *ever even* worked at the school. A brother and sister working together at a charter school is not a crime, and LACOE and FCMAT should not be spending their time acting as investigators of LACOE staff-contrived criminal accusations.

No Evidence whatsoever of Misappropriation or "Fraud"

Despite their extensive investigation of WAYS, the FCMAT team was unable to find any evidence of fiscal mismanagement or "fraud". In fact, the school continues to remain in a superb financial position. The audit report was based upon and contained demonstrably false and unsupported allegations (not "findings") that circle back to information provided by LACOE staff. Entire pages of the NOV were block quotes taken directly from the FCMAT report despite the fact that the only recommendation from FCMAT was that fraud and misappropriation of

assets *may* have occurred. **There is no evidence that it actually did occur—and LACOE does not contend otherwise.** Even LACOE Controller Zak Memon recognized in his report to the WAYS Board in April that FCMAT did *not make any factual finding of mismanagement or “fraud” at WAYS.* Staff refuses to admit that FCMAT’s single conclusion is not substantial evidence sufficient to revoke a charter. LACOE went above and beyond to investigate not only the school but members of the Okonkwo family that are not even affiliated with WAYS. LACOE staff was assuredly disappointed with the single recommendation from FCMAT, but the facts are facts—there are no uncured violations of law or charter at WAYS.

We previously pointed out that Education Code Sections 47607(d) and (e) require LACOE to provide the school with a “*reasonable opportunity*” to remedy the alleged violations. After reviewing our responses, staff correctly found in the NIR that “specific issues were remedied” at WAYS. Despite this, staff then bases their entire recommendation for revocation on the theme that “there is no evidence of *systemic* change.” The NIR refers to many of the school’s solutions as “partial remedies” because they do not “ensure they will be followed” permanently. The NOV was issued on June 3, 2014 and WAYS was required to submit its responses and evidence of remedial measures taken and proposed by July 31, 2014. It would be impossible for any school to implement “permanent, systemic” change in such a short period of time, let alone during the summer break when the students and almost all staff are gone. Requiring “systemic” change in a short, two-month period during the school’s summer break is not providing a *reasonable opportunity* to remedy. Instead of allowing the successfully implemented remedies to naturally create permanent change, staff moves full speed ahead in seeking revocation of the school’s charter. The County Board should be concerned that staff is recommending revocation based upon this odd, and entirely new basis.

The County Board should also be cautious about the proposed NIR because it is based in part on **new** allegations and **new** information that were not part of the NOV. For the first time in this revocation process, LACOE brings up an alleged incident where WAYS staff did not comply with the Board President’s directive regarding paying off the loan for a school vehicle. LACOE criticizes the Board’s failure to “discipline the employees” for failing to provide the Board with “sufficient information” about the loan and the vehicle. This is a brand new allegation. Not only does the NIR contain new allegations, LACOE also included many new exhibits that were not part of the NOV. Just six days ago, LACOE staff delivered a large banker’s box full of their new exhibits that included hundreds of pages of documents. WAYS was not given adequate time to review these documents, let alone any time to adequately prepare a response to the accusations. It is fundamentally unfair for the LACOE staff to recommend charter revocation based on these new allegations when WAYS was not given any prior notice or opportunity to respond.

LACOE Staff Approved the Charter Revisions Less than Two Weeks Ago that it Now cites as basis for Revocation.

In a shocking and impermissible violation of WAYS’ due process rights, LACOE started this revocation process while LACOE was still in arbitration concerning the terms of the charter petition that are cited as bases for revocation. The proposed NIR contains complaints about the revised charter that **LACOE staff approved less than two weeks ago.** (Exhibit 2.) The proposed NIR complains that the job description in the new charter for the Director of

Operations “results in a lack of necessary checks and balances.” This job description was a point of contention between WAYS and LACOE but both sides eventually reached an agreement last month. Deputy General Counsel Courtney Brady explicitly stated that LACOE “can agree to the job descriptions” in the charter, including the exact description for the Director of Operations that is cited as a concern in the NIR. (Exhibit 3.) Staff also complains that the revised job descriptions in the revised charter (approved by LACOE staff) contradict those in the school’s new fiscal policies and procedures. The ink on the arbitrator-ordered petition hasn’t even dried yet, and staff is already complaining about it. This year-long arbitration process resulted in a charter petition document that both sides agreed to live by—that was the point. It is absurd that LACOE staff is recommending revocation of the charter based upon provisions LACOE explicitly approved and were ordered less than two weeks ago.

The proposed NIR contains just as many demonstrably false allegations as the NOV. We would like to point out some of the glaring examples of the NIR’s false statements in the hope that the County Board will see that there is simply no legitimate basis to support a charter revocation under California law:

- (1) ***“WAYS does not dispute that it failed to follow GAAP.”*** This is an odd statement for staff to include in the NIR, because it is obviously not true—*of course* WAYS disputes that. An entire section of our item-by-item response to the NOV refuted every basis for staff’s allegation that WAYS fails to follow GAAP. We outlined all of the remedial steps taken to ensure that GAAPs are followed, which included implementing new fiscal policies and procedures, recruiting new management personnel to strengthen internal controls, employing a reputable charter school back office service provider, and pointing out that there are no conflicts of interest at WAYS. Apparently ignoring the almost eleven pages and sixteen exhibits dedicated to disputing this allegation, staff proclaims in the proposed NIR that this “finding stands” and that “itself is evidence of fiscal mismanagement.” These are circular, conclusory statements with no supporting evidence, which highlights staff’s ignorance about the responsive remedial measures already in place at the school.
- (2) ***“WAYS partially remedied conflicts of interest involving the Founder/Former Executive Director.”*** There cannot be a current conflict of interest with an individual who is no longer in any way affiliated with the school. Kendra Okonkwo has not been employed by WAYS since 2011—before LACOE even authorized the charter—and never served on the board of directors. Any discussion about a conflict involving Kendra is years old and completely irrelevant to the current, proposed revocation of the WAYS charter. Staff points out that the pending purchase of the school site owned by Ms. Okonkwo is a transaction in which she “would materially benefit” but fails to recognize that **it doesn’t matter**. A “conflict of interest” requires the individual to be an officer, employee, board member, or hold some other official position with the school. Ms. Okonkwo is none of those. WAYS decided to purchase the property to appease LACOE staff by curing any *appearance* of wrongdoing. Now, staff is using that fact to wrongfully imply that the school is entering into an unlawful

transaction. WAYS fully cured any conflicts of interest regarding Ms. Okonkwo long ago, and any alleged current conflicts do not and cannot exist.

- (3) ***“The WAYS Board Did Not Develop Adequate Fiscal Policies.”*** LACOE staff, including the Executive Director of LACOE Business and Finance, Patricia Smith, participated in revising the Financial Policies and Procedures Handbook, making numerous suggestions that were ultimately included in several of the policies and procedures. The NIR points to the length of time it took WAYS to revise and approve its new fiscal policies as if that is a violation of law or the charter. WAYS recognizes the importance of having effective fiscal policies, so the school did not want to rush the revision process. Ultimately, it was LACOE’s constant pressure to be heavily involved in the revisions that led to the extended length of the process. In the end, WAYS adopted a comprehensive set of fiscal policies and procedures that were reviewed and revised by several LACOE staff members. It is unfair to now claim that these policies are somehow inadequate.

1. Response to Allegation of Failure to Meet GAAP or Engagement in Fiscal Mismanagement (Ed. Code, 47607(c)(1)(C).)

a. Alleged Lack of Internal Controls

Most of the LACOE staff’s arguments rely on their assertion that WAYS’ new fiscal policies and procedures are inadequate, which we discussed above is unfair since LACOE staff had direct input in revising the handbook. The staff again cites several contracts and transactions claiming that the school’s board should have approved each and every one beforehand. Noticeably, LACOE does not point to any language in the law, charter, or the school’s fiscal policies that requires this practice. Instead, the NIR just conclusively considers it “evidence of a lack of internal controls.” Nothing in the law, charter, corporate bylaws, or in the fiscal policies expressly requires the WAYS board to give prior approval to each and every transaction the school enters into. That would necessarily divert the attention of these volunteer board members from more important tasks, like defending the school against the constant onslaught from LACOE staff. The board should not be required to meddle in the day-to-day operations of the school, which is the purview of the executive director who has authority to enter into most contracts and approve most purchases without prior Board approval. Our responses to the NOV provided evidence that the WAYS board approved or ratified each questioned contract and transaction, which evidences the Board’s proper oversight of the school’s activities and affairs.

Part of the NIR’s concern with internal controls centers on the lack of evidence that WAYS’ new policies and procedures have been implemented. LACOE staff previously cited the lack of fiscal policies as their main concern, which WAYS remedied with the adoption of the new handbook. Now the staff is turning their focus to “implementation” of these policies, yet fails to realize that full implementation of WAYS’ new comprehensive handbook cannot be accomplished in such a short time. This is a *new* alleged violation, but LACOE staff does not provide any guidance on how WAYS can cure or remedy. Regardless, this is a new concern put forth by LACOE and it would be fundamentally unfair for the County Board to issue the NIR based on any new allegations or information that WAYS was never given the proper notice and opportunity to remedy.

b. Alleged Engagement in “Related Party Transactions” and “Conflicts of Interest”

The NIR characterizes several transactions at WAYS as “related party transactions” yet fails to mention that this is **not** a violation of any law. “Related party transactions” is a phrase associated with GAAP. There is **no prohibition** in the GAAP or under any law on entering into transactions with related parties. In any event, the “transactions” that alarm LACOE staff involve siblings who are both employed at the school.

LACOE staff continues to discuss the founder’s past affiliation with the school as if it has any relevance to the current revocation proceeding. LACOE cannot revoke the WAYS charter for a conflict of interest from 2011. We have already discussed the *fact* that a current conflict of interest cannot exist because Ms. Okonkwo is not affiliated with the school in any way. It is completely wrong for staff to mischaracterize WAYS’ lease with OCI Development Corporation (Ms. Kendra Okonkwo’s lease management company) as a conflict of interest.

The NIR also states that “WAYS fails to remedy” the “related party transaction and conflict of interest” regarding the settlement agreement between WAYS and Ms. Okonkwo and the wrongful termination lawsuit brought by a former WAYS teacher. LACOE has not provided any legal authority that warrants characterizing these as conflicts of interest. Rather, it seems like LACOE staff mentions these past events to shift the County Board’s focus by painting the Okonkwo family in a bad light. In fact, the NIR also dedicates almost an entire page to discussions about WAYS’ business relationship with OSE Business Services, implying that the school’s former Director of Operations Jason Okonkwo engaged in another conflict of interest, which is furthest from the truth. We previously provided evidence that WAYS has terminated the contract with OSE and will no longer be utilizing their services. The owner of OSE reserved his right to not participate in the FCMAT audit of WAYS, so WAYS ended that relationship. That is a complete and full remedy of the alleged violation.

It was refreshing to read that “LACOE agrees there is no conflict of interest” regarding WAYS’ Vice Principal Dearsa Okonkwo’s founding of the DeDe Dance Studio (“DDS”). However, that refreshment was short-lived as LACOE staff continues to imply that this “related party transaction” is somehow wrong or unlawful. DDS is a nonprofit public benefit corporation that provides after school dance classes to young students in an underserved community of South Los Angeles. All of DDS’ revenue is used to cover costs of the program including an annual ball for youth, annual retreat/weekend excursion, dance recitals, fieldtrips, and other special events. **Dearsa has never been paid by DDS.** The services provided to the WAYS students by DDS have been extraordinary and life changing. We are disappointed that LACOE staff continues to try and somehow turn this into a reason to revoke the charter.

The NIR also fabricates another conflict of interest, this time regarding the school’s van that was donated in 2012. Even if a conflict existed when the school was leasing the van before 2012, which there was not but we will ignore that fact, any *appearance* of conflict was cured when Mr. Enwezor graciously donated the van to WAYS on 12/31/2012. (Response to NOV Exhibit 45, WAYS000704.) While it is true that Jason Okonkwo is identified as a registered co-owner on the van’s Certificate of Title for purposes of operations, the school is not paying for the use of the van. WAYS has not entered into any contract nor made any payments to use the van

since 2012 so there cannot be a current conflict of interest. The school now owns the van and uses it free of charge, so any alleged violation associated with it has been fully remedied.

c. Alleged Violations of Law

Again, we would like to point out that this section of the NIR is just as slim as it was in the NOV. LACOE staff has thrown countless accusations at WAYS of conflicts of interest, fraud, and misuse and misappropriation of public funds, yet the NIR does not list these as violations of law. This is because *there is no evidence these violations of law occurred*. In fact, the evidence supports *the contrary*. The best “evidence” LACOE has presented is FCMAT’s conclusion that “illegal activities *may* have occurred.”

We provided evidence that the school went directly to the State Controller’s Office and received an extension for submitting WAYS’ 2012 independent audit, although LACOE claims the SCO does not grant such extensions. We have remedied this alleged violation by following the “proper extension procedure for submitting [our] 2013 Audit” as LACOE acknowledges in the NIR. In regards to the ASES program, WAYS cured the alleged violations as soon as the auditor pointed them out. The NOV was issued during WAYS’ summer break so the after school program was obviously not in session. WAYS has cured these minor violations and they are no longer an issue.

2. Response to Allegation of Material Violation of Charter (Ed. Code 47607(c)(1)(A).)

a. Alleged Failure to Exercise Fiscal and Institutional Control

One thing the WAYS Board has consistently done well is to achieve its key goal—to create an academically successful, financially stable charter school. Despite LACOE staff’s repeated complaints that WAYS is somehow mismanaged, the school undeniably has financial stability, increased student enrollment, and objective student success. While the Board may have had turnover problems and other issues in the past, the overall outlook of the school is a clear indication that the Board does have fiscal and institutional control of the school, which has led to the success of WAYS and its young students.

We stated in our responses to the NOV that the Executive Director, Director of Operations, Bali Business Management, or other members of the administration give regular reports, some written and some oral, at all Board meetings. We provided examples of such written reports but staff somehow finds that insufficient. LACOE can only point to a handful of agendas over the past 4 years that indicate one of the administrators did not give a report. Staff claims that this is somehow evidence of the Board’s overall failure to exercise institutional control.

Despite the clear evidence that the WAYS Board has provided effective oversight of school activities, WAYS has decided to strengthen its Board by recruiting new members from the community. It is very difficult to recruit volunteers who are willing to serve on the board of a nonprofit charity, let alone a South LA charter school. LACOE takes issue with one of our new members, Diana Miketta, because she does not have any previous experience serving on a nonprofit Board. Staff overlooks the fact that Ms. Miketta has over 7 years of experience in the

field of education as well as a master's degree in school psychology. She brings valuable energy and experience to the Board that LACOE staff apparently does not appreciate. Our Board has also recently received training on several charter schools topics from the school's legal counsel on September 17, 2014. The training included topics such as Brown Act compliance. A training scheduled this week will focus on finances, conflicts of interest, and board best practices. With the new perspectives provided by our new Board members and the training provided by our legal counsel, the WAYS Board will continue to provide effective oversight that will allow the school to remain strong both fiscally and academically.

b. Alleged Violation of Charter Element 4: Governance

LACOE staff continues to claim that WAYS was required to establish a formal finance committee under its charter and fiscal policies, which is still untrue even with the newly adopted charter. The mere mention a finance committee in the charter and fiscal policies does not create a requirement that it be a formal board committee. Rather, as we described in our responses to the NOV, the "finance committee" at WAYS is a working group of the Executive Director, Director of Operations, and the back office services provider. This is consistent with our new fiscal policies and procedures handbook that describes the committee as "the Executive Director's Finance Committee." (Response to NOV Exhibit 17, WAYS000168.) These individuals are the best equipped to provide the oversight required of a finance committee—those that deal with the school's finances on a day-to-day basis. By providing regular reports at meetings, the finance committee does in fact keep the Board up-to-date on the status of the school's financial affairs.

c. Alleged Relinquishment of Board's Authority to Approve Contracts

LACOE staff agrees in the NIR that "WAYS may change its bylaws" at our own discretion, but they claim that the Board relinquished some of its power under our current bylaws adopted in 2011. Not only is this untrue, but staff has not provided any specific language from our former bylaws that supports their position. Rather, staff complains that our response to the NOV "does not provide a comparison in Board authority between the two sets of bylaws." It is *LACOE's burden* to put forth evidence in support of their alleged violations. WAYS cannot respond in detail if there is no direct evidence to respond to. If staff had taken a closer look at our former bylaws adopted in 2002, they would realize that the Board never had an expressed duty to approve every contract in advance as LACOE claims. In fact, the description of the specific powers of the Board is almost identical between the two sets of bylaws.

Another example of LACOE staff's poor legal analysis in the NIR relates to the allegations centered around the vehicle purchase, where your staff states that "LACOE disagrees" with a basic principle in the California Corporations Code. A certified Board resolution is prima facie evidence of official Board action. (Corp. Code, § 5215.) Contrary to staff's contention, written Board resolutions do in fact trump the transcript from the meeting under California law. The rest of this section in the proposed NIR relies on the recurrent and flawed assertion that the Board is required to approve every contract in advance, which we have repeatedly shown is not true. LACOE staff has still not provided any authority to support this position, and the County Board should be wary of revoking WAYS' charter based on positions that are devoid of solid evidence or supporting law.

d. Alleged Improper Expenditure of School Funds

LACOE again complains that the modest performance-based stipends (most around \$500) to compensate our teachers for performing extracurricular tasks, taking on leadership roles, and maintaining good attendance habits that are above and beyond what is expected is an improper expenditure of funds. Not so. At the February 27, 2014 meeting, WAYS' Executive Director Mr. Cabil reported to the Board about the criteria and evidence he used to evaluate the teachers' performance. Board members asked questions about the criteria and Mr. Cabil gave specific examples of the unpaid time and effort the teachers had expended. These conversations are memorialized in the meeting transcript and we quoted them in our responses to the NOV. The stipends were a perfectly proper use of public school funds as a form of compensation to reward our teachers for their dedication to our young students.

LACOE also now alleges that WAYS improperly expended public funds in the new contracts for the Executive Director and the Director of Operations. The staff apparently takes issue with some of the language in the agreements. WAYS' employment agreements were drafted by our attorneys in accordance with California law governing nonprofit corporations operating charter schools. **The contracts at issues are nearly identical to those used by many other charter schools, including others authorized by LACOE.** We drafted these contracts aided by the advice of our legal counsel and our Board voted to approve them. We believe the terms are fair and reasonable and are not at all ambiguous as the staff seems to imply. Just because LACOE staff disagrees with the terms of a contract does not mean that WAYS is improperly expending public funds.

e. Alleged Failure to Approve Policies Prior to Implementation

A huge portion of the proposed NIR is based on LACOE's claim that WAYS has *not implemented* school policies. Staff is that WAYS *did implement* many of its school policies, but did so improperly because they were implemented prior to receiving the requisite Board approval. These two arguments are plainly contradictory. This will hopefully highlight for the County Board why WAYS finds it so difficult and frustrating to work with the LACOE staff.

f. Alleged Failure to Appropriately Hold Meetings

Over the past three years, the WAYS Board has in fact held meetings at least once each month as required under its bylaws for nearly every month. While it is true that there are a few months when the Board did not meet, there were many months where the Board met multiple times. Also, contrary to LACOE's claim in the NIR, WAYS does publish its schedule of regular meetings and makes it available to parents, teachers, staff, the general public, and LACOE. The WAYS Board has already set and approved the next year's schedule of regular meetings and, of course, this schedule is already available to the public.

g. Alleged Failure to Provide Proper Oversight of Key Administrators

LACOE presents claims of inadequate oversight of WAYS administrators but provides no supporting authority or evidence. The staff, again, brings up the former executive director who has not been an administrator at the school since 2011—prior to LACOE's approval of WAYS' charter. The school terminated her employment years ago, effectively curing any

alleged violations. LACOE's redundant inclusion of these "violations" is inflammatory and improper. The proposed NIR also accuses our Vice Principal Deara Okonkwo of somehow violating her employment contract, yet does not provide any details or description of how her affiliation with a private school in South Los Angeles is a violation. LACOE did not provide any evidence to support their allegation that Deara was not fulfilling her minimum on-site hours provided in her contract. Rather, the NOV accounted the chilling fact that LACOE hired a man to follow her and observed her spending time at the private school. This is not evidence that Deara did anything in violation of her employment contract, but this is evidence that LACOE likely violated Deara's constitutionally protected right to privacy, and LACOE improperly expended public funds along the way.

h. Alleged Violation of Employee Qualifications

Despite the school's undisputed financial stability and academic success, LACOE staff still maintains that the Executive Director failed to facilitate optimum performance of the Board, failed to oversee the financial systems of the organization, or failed to apprise the Board of all concerns communicated by LACOE. Our responses to the NOV addressed the "specific" claims LACOE made, but they must have fallen on deaf ears. To summarize, Mr. Cabil gave regular oral reports at each meeting to keep the Board informed on the necessary operations of the school. He navigated the school through rough waters as enrollment skyrocketed and supplies dwindled. Under his guidance, WAYS has consistently exhibited a strong financial position and has recently academically outperformed every elementary school within a three-mile radius. This would not have been possible without the strong leadership and dedication of our Executive Director.

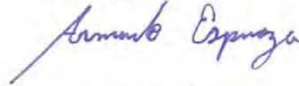
WAYS' former Director of Operations has also provided strong leadership and balance to the school with his knowledge and passion for education. Jason has dedicated much of his life and energy to supporting WAYS, our students, and our entire community. It was with a heavy heart that the Board decided it needed to replace Jason to cure the *appearance* that he had done anything wrong. Disappointingly, even this attempt to cure a non-existent violation has not satisfied LACOE staff.

3. Concern Regarding the General Capacity to Operate a Charter School

With respect to general capacity, we will again point to the school's strong financial position and recent evidence of strong academic achievement to refute this claim. Our current Board has historically been comprised of strong leaders in our community and we have recently acquired new talent. WAYS is confident that our Board's experience, passion, and dedication will continue to lead our school to future success. The Board recently underwent training with our legal counsel that will expand their awareness of general legal and fiduciary obligations. WAYS is an important part of the South Los Angeles community and these leaders will make sure the school continues to prosper. As County Board member Doug Boyd sated when WAYS' charter was approved years ago, "give these kids a place to go in September, a place to go that works..." (Exhibit 4, pg. 2.)

In sum, there are no current, uncured violations of the law or charter at the school. When it all boils down, the most important question should be what is best for the students. WAYS is an oasis of academic achievement in an otherwise desolate educational landscape. For all of the reasons stated above, we respectfully ask that you do not vote to issue the proposed Notice of Intent to Revoke. We look forward to discussion of any of these issues with the County Board, as well as LACOE staff and Superintendent Delgado.

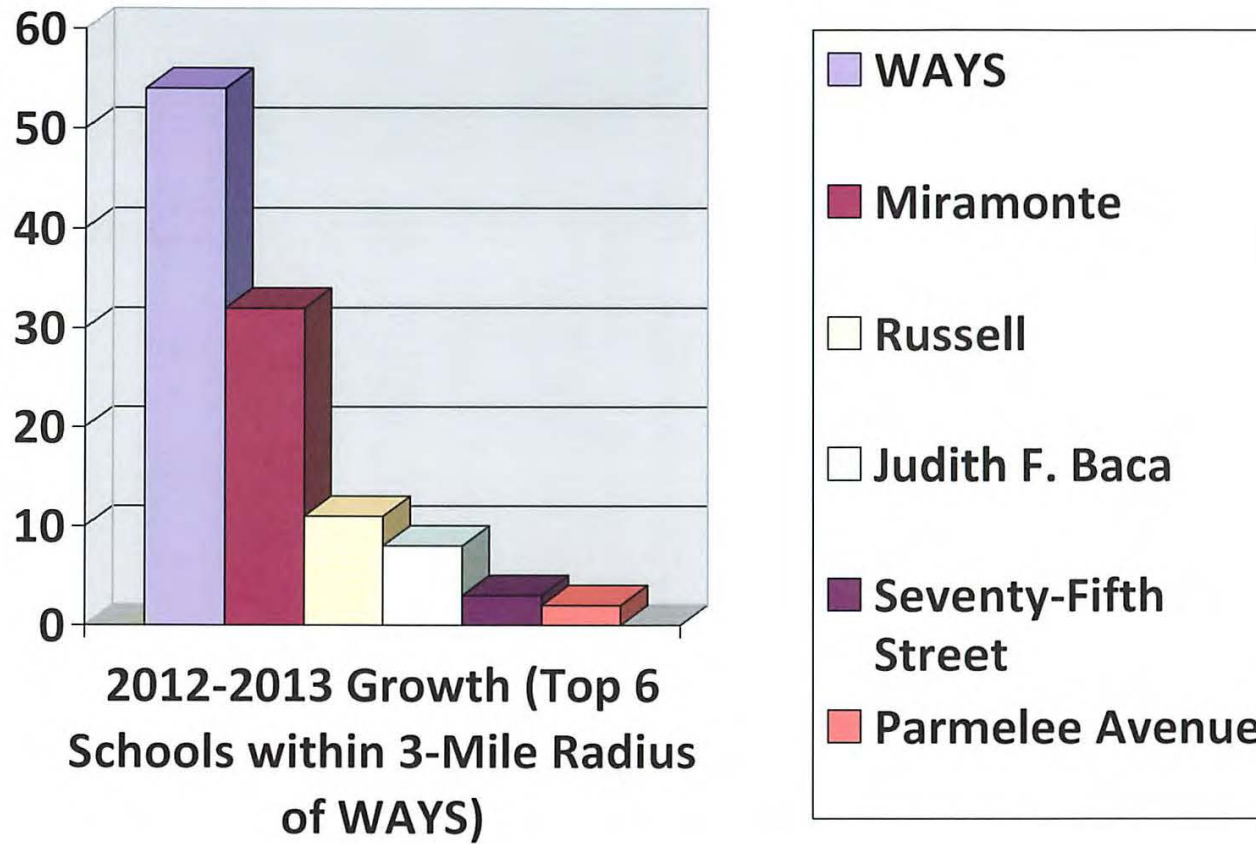
Sincerely,



Armando Espinoza

Board Chair, WAYS Board of Directors

EXHIBIT 1



WAYS Performance Compared to 19 LAUSD Elementary Schools Within a 3-Mile Radius						
2013 Growth Rank	School	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Growth Target
1	Wisdom Academy for Young Scientists	769	715	5	54	Yes
2	Lillian Street Elementary	768	770	5	-2	No
3	Manchester Avenue Elementary	764	782	5	-18	No
4	Seventy-Fifth Street Elementary	763	760	5	3	No
5	Russell Elementary	760	749	5	11	Yes
6	Ninety Fifth Street Elementary	757	760	5	-3	No
7	Parmelee Avenue Elementary	747	745	5	2	No
8	Figueroa Street Elementary	743	755	5	-12	No
9	Sixty-Sixth Street Elementary	739	775	5	-36	No
10	Wisdom Elementary	737	746	5	-9	No
11	South Park Elementary	723	759	5	-36	No
12	McKinley Avenue Elementary	721	726	5	-5	No
13	Miramonte Elementary	708	676	6	32	Yes
14	Graham Elementary	701	742	5	-41	No
15	Loren Miller Elementary	700	717	5	-17	No
16	Ninety-Third Street Elementary	695	730	5	-35	No
17	Judith F. Baca Arts Academy	679	671	6	8	Yes
18	One Hundred Seventh Street Elementary	670	699	5	-29	No
19	One Hundred Twelfth Street Elementary	642	670	7	-28	No
20	Woodcrest Elementary	626	646	8	-20	No

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select School](#) > [School Reports](#) > Current Page

2012 - 13 Growth Academic Performance Index (API) Chart



School Chart
2013 Growth
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
7/29/2014

School: Wisdom Academy for Young Scientists
LEA: Los Angeles County Office of E
County: Los Angeles
CDS Code: 19-10199-0112730
School Type: Elementary

- 2013 Growth API Links:
- [School Report - Growth](#)
 - [School Demographic Characteristics](#)
 - [School Content Area Weights](#)
 - [LEA List of Schools](#)
 - [County List of Schools](#)

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: Yes

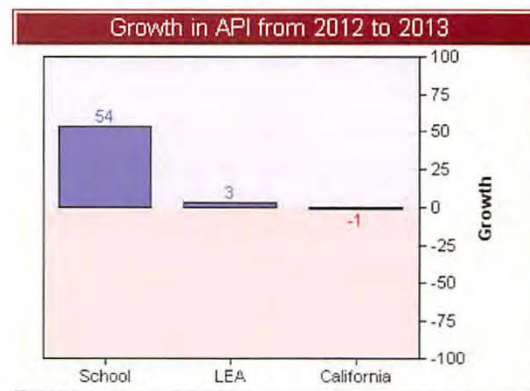
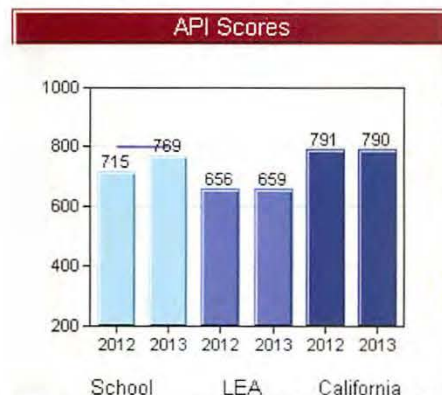
2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

2012 Base API	2013 Growth API	Growth in the API from 2012 to 2013
715	769	54

Met 2012 - 13 Growth API Targets:

Schoolwide Yes
All Student Groups Yes
Both Schoolwide and Student Groups Yes

Schools that do not have a valid 2012 Base API will not have any growth or target information.



— Statewide Performance Target for Schools = API of 800 or Above

School: Wisdom Academy for Young Scientists
LEA: Los Angeles County Office of E

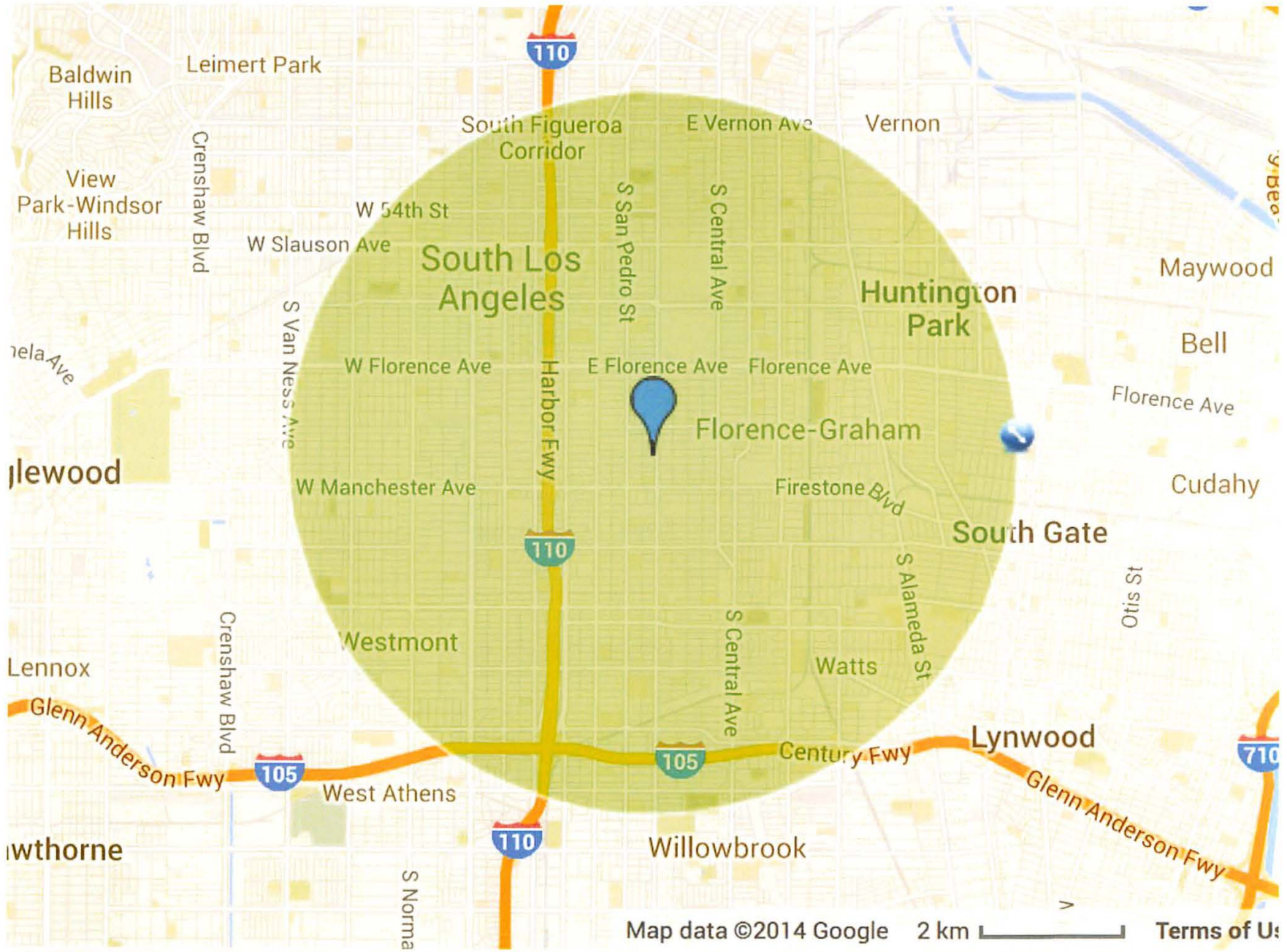


EXHIBIT 2

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AMERICAN ARBITRATION ASSOCIATION

LOS ANGELES COUNTY OFFICE OF
EDUCATION,

Claimant,

vs.

WISDOM ACADEMY FOR YOUNG
SCIENTISTS,

Respondent.

Case No.: 72 458 00509 13 TNM

STIPULATED CONSENT ORDER

Claimant Los Angeles County Office of Education ("LACOE") and Respondent Wisdom Academy for Young Scientists ("WAYS") hereby stipulate and enter into a consent order as follows:

1. On or about June 11, 2011, the Los Angeles County Board of Education ("LACBOE") approved the WAYS' charter petition (the "Charter Renewal Petition") on appeal from non-renewal by the Los Angeles Unified School District, and required that WAYS enter into a memorandum of understanding (the "MOU") to revise portions of the Charter Renewal Petition.

2. After months of correspondence between the Parties and efforts to revise the Charter Renewal Petition, LACOE contended that WAYS failed to comply with provisions of MOU with regard to revising the Charter Renewal Petition. WAYS disputed that contention, and LACOE initiated the dispute resolution process set forth in Element 14 of the Charter Renewal Petition.

1 3. After efforts to resolve the matter informally were unsuccessful, LACOE initiated
2 the mediation procedure through AAA, culminating in single-day mediation on June 15, 2012.
3 The mediation resolved with a one-page agreement (the "Mediation Agreement"), whereby the
4 Parties agreed that WAYS would "revise its charter to reflect LACOE's conditions of approval
5 and MOU attachments F and G", and provided a timeline such that the matter would be resolved
6 by September 14, 2012.

7 4. Thereafter, WAYS made substantive revisions to the Charter Renewal Petition and
8 presented it to LACOE in August 2012, and understood that it had complied with the Mediation
9 Agreement. LACOE disputed that contention, and on or about May 21, 2013, LACOE initiated
10 this arbitration proceeding by filing a Demand for Arbitration pursuant to Element 14 of the
11 Charter Renewal Petition (the "Dispute").

12 5. In order to resolve the Dispute, the Parties have met and conferred concerning
13 additional revisions to the Charter Renewal Petition. Without admission of fault or wrongdoing,
14 the Parties stipulate to this Stipulated Consent Order because they wish to resolve all matters
15 arising from and/or relating to the Dispute, and to avoid incurring additional costs and attorney
16 fees litigating this Dispute.

17 **THE PARTIES HERETO AGREE AND STIPULATE AS FOLLOWS:**

18 6. The document attached hereto as Exhibit 1 is the Charter Renewal Petition, as
19 revised and agreed upon by the Parties. The revised Charter Petition resolves the disputes
20 outlined in LACOE's Demand for Arbitration. It may be distinguished from earlier versions by
21 the date stamp on the cover page indicating "May 20, 2014".


22 7. Execution of this Stipulated Consent Order shall result in full resolution of the
23 Dispute.

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Dated: September 9, 2014

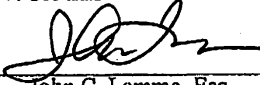
LOS ANGELES COUNTY OFFICE OF
EDUCATION

By: 
Courtney M. Brady, Esq.
Deputy General Counsel

*Attorneys for Los Angeles County Office of
Education*

Dated: September 10, 2014

PROCOPIO, CORY, HARGREAVES &
SAVITCH LLP

By: 
John C. Lemmo, Esq.

*Attorneys for Wisdom Academy for Young
Scientists*

IT IS SO ORDERED.

Dated: September 10, 2014

By: 
Richard R. Mainland, Esq.
Arbitrator

American Arbitration Association



Commercial ARBITRATION RULES

(ENTER THE NAME OF THE APPLICABLE RULES)

Demand for Arbitration

<p>MEDIATION: If you would like the AAA to contact the other parties and attempt to arrange mediation, please check this box. <input type="checkbox"/> There is no additional administrative fee for this service.</p>					
Name of Respondent Wisdom Academy for Young Scientists			Name of Representative (if known) unknown		
Address: 708 E. Manchester Avenue			Name of Firm (if applicable):		
			Representative's Address		
City Los Angeles	State CA	Zip Code 90001	City	State	Zip Code
Phone No. (323) 752-8855		Fax No. (323) 762-8844	Phone No.		Fax No.
Email Address:			Email Address:		
<p>The named claimant, a party to an arbitration agreement dated August 1, 2011, which provides for arbitration under the Arbitration Rules of the American Arbitration Association, hereby demands arbitration.</p>					
<p>THE NATURE OF THE DISPUTE Please see attached document.</p>					
Dollar Amount of Claim \$0.00			Other Relief Sought: <input type="checkbox"/> Attorneys Fees <input type="checkbox"/> Interest <input type="checkbox"/> Arbitration Costs <input type="checkbox"/> Punitive/ Exemplary <input checked="" type="checkbox"/> Other Declarative		
Amount Enclosed \$2,000.00			In accordance with Fee Schedule: <input checked="" type="checkbox"/> Flexible Fee Schedule <input type="checkbox"/> Standard Fee Schedule		
<p>PLEASE DESCRIBE APPROPRIATE QUALIFICATIONS FOR ARBITRATOR(S) TO BE APPOINTED TO HEAR THIS DISPUTE: Active member of the member of the California State Bar or a retired judge of the state of federal judiciary of California. Experience with public charter schools is preferred.</p>					
<p>Hearing locale LACOE Offices. (check one) <input checked="" type="checkbox"/> Requested by Claimant <input type="checkbox"/> Locale provision included in the contract</p>					
Estimated time needed for hearings overall: _____ hours or <u>1.00</u> days			Type of Business: Claimant <u>County Office of Education</u> Respondent <u>Public Charter School</u>		
<p>Is this a dispute between a business and a consumer? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Does this dispute arise out of an employment relationship? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If this dispute arises out of an employment relationship, what was/is the employee's annual wage range? Note: This question is required by California law. <input type="checkbox"/> Less than \$100,000 <input type="checkbox"/> \$100,000 - \$250,000 <input type="checkbox"/> Over \$250,000</p>					
<p>You are hereby notified that a copy of our arbitration agreement and this demand are being filed with the American Arbitration Association with a request that it commence administration of the arbitration. The AAA will provide notice of your opportunity to file an answering statement.</p>					
Signature (may be signed by a representative) <u>Vibiana M. Andrade</u>			Name of Representative Vibiana M. Andrade, Esq.		
Date: <u>5/31/13</u>			Name of Firm (if applicable) Office of General Counsel		
Name of Claimant Los Angeles County Office of Education			Representative's Address: 8300 Imperial Highway		
Address (to be used in connection with this case): 8300 Imperial Highway					
City Downey	State CA	Zip Code 80242	City Downey	State CA	Zip Code 90242
Phone No. (562) 922-8123		Fax No. (682) 401-5452	Phone No. (562) 922-8123		Fax No. (562) 401-5452
Email Address: andrade_vibiana@lacoee.edu			Email Address: andrade_vibiana@lacoee.edu		
<p>To begin proceedings, please send a copy of this Demand and the Arbitration Agreement, along with the filing fee as provided for in the Rules, to the AAA. Send the original Demand to the Respondent. Please visit our website at www.adr.org if you would like to file this case online. AAA Case Filing Services can be reached at 877-495-4165</p>					

RECEIVED
Voorhees, NJ
JUN 03 2013
AMERICAN ARBITRATION
ASSOCIATION

Attachment Regarding The Nature of the Dispute

The Los Angeles County Office of Education ("LACOE") hereby submits this demand for binding arbitration against Wisdom Academy for Young Scientists ("WAYS") in order to compel compliance with a memorandum of understanding executed between the parties. WAYS is a public charter school authorized by the Los Angeles County Board of Education ("County Board"). At the time of authorization, LACOE reviewed the charter petition and presented Findings of Fact to the County Board which identified numerous deficiencies in WAYS' charter petition. Thus, the parties executed a memorandum of understanding to correct these deficiencies and ensure that WAYS operated in compliance with the California Education Code and all applicable laws.

Pursuant to California Education Code section 47605, a charter petition must contain a reasonable description of a number of required elements in order to establish a charter school. When the petition is for renewal of a charter, the document must also be brought current to reflect changes in law since it was originally authorized or last renewed. When the petition is not approved at the local level and is appealed to the County Board, the petition must also contain changes to reflect the County Board as the authorizer. The original charter petition did not comply with these three requirements, so the parties executed a memorandum of understanding to bring the charter petition into compliance. WAYS failed to comply with the provisions of the memorandum of understanding regarding these required elements so that LACOE was forced to initiate the dispute resolution procedures contained in the petition. Pursuant to the dispute resolution procedures, an issue conference was held where the parties discussed the dispute. The dispute was not resolved, and on June 15, 2012, the parties met for mediation. The parties executed a "mediation agreement" which provided for WAYS revising its charter petition in order to come into compliance with the memorandum of understanding and provided a time frame for doing so. WAYS has failed to comply with the mediation agreement and the memorandum of understanding resulting in LACOE's demand for binding arbitration.

The specific deficiencies in WAYS' charter petition that are at issue for this proceeding are as follows:

- The description of the educational plan, including the build-out plan including where students will be served is non-compliant.
- Measurable pupil outcomes regarding outcomes for English language learner students are non-compliant.
- Employee qualifications including copies of current job descriptions and job descriptions for special education employees are non-compliant.
- Demographic data regarding racial and ethnic balance is non-compliant.
- Procedures regarding student suspension and expulsion are non-compliant.
- The material revision to the charter petition regarding the addition of a school site is non-compliant.

Attached to this Demand for Arbitration as Exhibit One is Section 14 of the charter petition entitled "Dispute Resolution" which provides that the parties will utilize the American Arbitration Association and as Exhibit Two, memorandum of understanding in which the County Board authorized the charter petition with provisions to correct the identified deficiencies.

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PROOF OF SERVICE

STATE OF CALIFORNIA, COUNTY OF LOS ANGELES

At the time of service, I was over 18 years of age and not a party to this action. I am employed in the County of Los Angeles, State of California. My business address is 9300 Imperial Highway, Downey, California 90242-2890.

On May 31, 2013 I served a true copy of the following document described as **DEMAND FOR ARBITRATION** on the interested parties in this action as follows:

[SEE ATTACHED SERVICE LIST]

BY MAIL: I enclosed the document(s) in a sealed envelope or package addressed to the persons at the addresses listed in the Service List and placed the envelope for collection and mailing, following our ordinary business practices. I am readily familiar with the Los Angeles County Office of Education's practice for collecting and processing correspondence for mailing. On the same day that the correspondence is placed for collection and mailing, it is deposited in the ordinary course of business with the United States Postal Service, in a sealed envelope with postage fully prepaid.

BY FAX TRANSMISSION: I faxed a copy of the document(s) to the persons at the fax numbers listed in the Service List. The telephone number of the sending facsimile machine was (562) 469-4332. No error was reported by the fax machine that I used.

BY FEDEX: I enclosed said document(s) in an envelope or package provided by FedEx and addressed to the persons at the addresses listed in the Service List. I placed the envelope or package for collection and overnight delivery at an office or a regularly utilized drop box of FedEx or delivered such document(s) to a courier or driver authorized by FedEx to receive documents.

BY PERSONAL SERVICE: I personally delivered the document(s) to the person being at the addresses listed in the Service List. (1) For a party represented by an attorney, delivery was made to the attorney or at the attorney's office by leaving the documents in an envelope or package clearly labeled to identify the attorney being served with a receptionist or an individual in charge of the office. (2) For a party, delivery was made to the party or by leaving the documents at the party's residence with some person not less than 18 years of age between the hours of eight in the morning and six in the evening.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Executed on May 31, 2013, at Downey, California.


Rachel Gallardo

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SERVICE LIST

VIA Federal Express:

**Wisdom Academy for Young Scientists
706 E. Manchester Avenue
Los Angeles, CA 90001**

EXHIBIT 3

Lemmo, John C.

From: Brady_Courtney <Brady_Courtney@lacoed.edu>
Sent: Friday, August 08, 2014 9:45 AM
To: Lemmo, John C.
Subject: RE: Charter Petition Revisions May 20, 2014

Good Morning John,

We can agree to the job descriptions; however, should the breakdown of job duties result in fiscal mismanagement we reserve the right to take appropriate action.

Thanks,

Courtney M. Brady
Deputy General Counsel
Los Angeles County Office of Education
9300 Imperial Highway
Downey, California 90242
(562) 922-6123
Facsimile: (562) 469-4334

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From: Lemmo, John C. [mailto:john.lemmo@procopio.com]
Sent: Friday, August 01, 2014 3:22 PM
To: Brady_Courtney
Subject: RE: Charter Petition Revisions May 20, 2014

Hi Courtney,

Just a little perspective please. We have a slight problem in that it's not 2011 anymore (when the charter was approved). The school has changed how it operates, as everyone knows, and continues to grow and change. You and I are now down to talking about job descriptions here, which are not required to be in the charter in the first place, so changes would not be material either. We can go on revising forever. The school will not be paying for duplicative services anymore than LACOE or other organizations do. I can make another attempt to revise yet again, but if there is something in particular you'd like to strike or add, please just tell me and we'll do it.

Thank you,
John

From: Brady_Courtney [mailto:Brady_Courtney@lacoed.edu]
Sent: Wednesday, July 30, 2014 12:11 PM
To: Lemmo, John C.
Subject: RE: Charter Petition Revisions May 20, 2014

Hi John,

The outstanding concern is that the duties of the director of operations are very similar to those of a back office provider. There is a concern that the school will be paying a director of operations and a back office provider to do the same job. Also the executive director and director of operations are both responsible for timesheets. The lines of responsibility are not clear between these two positions and a back office provider.

Also, once the charter is finalized, the fiscal policies will need to be revised to match the charter.

Thanks,

Courtney M. Brady
Deputy General Counsel
Los Angeles County Office of Education
9300 Imperial Highway
Downey, California 90242
(562) 922-6123
Facsimile: (562) 469-4334

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From: Lemmo, John C. [<mailto:john.lemmo@procopio.com>]
Sent: Wednesday, July 30, 2014 10:44 AM
To: Brady_Courtney
Subject: RE: Charter Petition Revisions May 20, 2014

Same. Could be back office services or other consultant if they split out service scopes. In practical terms, they are likely to contract with both Celerity and CSMC, which is the largest such provider, but stating that in the charter is inappropriate. These are vendor contracts that might change. I'd prefer to keep as is. Do you disagree?

From: Brady_Courtney [mailto:Brady_Courtney@lacoed.edu]
Sent: Tuesday, July 29, 2014 10:45 AM
To: Lemmo, John C.
Subject: RE: Charter Petition Revisions May 20, 2014

Hi John,

We have taken a look at the new job descriptions and one area of concern is that the description for executive director mentions a financial consultation but the financial consultant position is not defined in the charter. What is this position? Is the financial consultant different from the back office provider?

Thanks,

Courtney M. Brady
Deputy General Counsel
Los Angeles County Office of Education
9300 Imperial Highway
Downey, California 90242
(562) 922-6123
Facsimile: (562) 469-4334

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From: Lemmo, John C. [<mailto:john.lemmo@procopio.com>]
Sent: Friday, July 25, 2014 1:36 PM
To: Brady_Courtney
Subject: FW: Charter Petition Revisions May 20, 2014

Courtney,
I apologize, but I've had a ton of technology issues with revisions to the charter document. In any event, I believe I've captured any inconsistencies in the ED and DO descriptions with regard to fiscal policies adopted a couple months ago. The only changes are in those sections. I'm attaching pdf and word versions for good measure. Please review with Judy and let's discuss if needed. If this is consistent with our discussion, let me know and we'll put together an order. Thanks!
John

John C. Lemmo

 **Procopio**[®]
Procopio, Cory, Hargreaves & Savitch LLP
525 B Street, Suite 2200
San Diego, CA 92101
direct dial: (619) 515-3294
direct fax: (619) 398-0162
john.lemmo@procopio.com
www.procopio.com

Please consider the environment before printing this e-mail 

mailgw01.procopio.com made the following annotations

Fri Jul 25 2014 13:36:12

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mailgw01.procopio.com made the following annotations

Wed Jul 30 2014 10:43:31

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mailgw01.procopio.com made the following annotations

Fri Aug 01 2014 15:22:29

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EXHIBIT IV

WISDOM ACADEMY FOR YOUNG SCIENTISTS

FISCAL AND OPERATING POLICIES 2014-15

100 INTERNAL CONTROL POLICIES

101 Introduction

Internal control policies provide the Charter School with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Additionally, as a publicly supported entity, the Charter School has additional responsibilities to ensure the public's confidence and the integrity of the School's activities.

102 COMPLIANCE WITH LAWS

The Charter School will follow all the relevant laws and regulations that govern the Charter School. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of the Charter School:

A. Political Contributions

No funds or assets of the Charter School may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of the Charter School for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. The Charter School also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities

1. Contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the organization of tickets for political fundraising events.
3. Contributions in kind, such as lending employees to political parties or using the School assets in political campaigns.

B. Record Keeping

To provide an accurate and auditable record of all financial transactions, the School's books, records, and accounts are maintained in conformity with generally accepted accounting principles as applicable to Charter Schools.

Further, the School specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the Charter School.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records nor any false or misleading reports issued.
4. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

200 CONFLICT OF INTEREST, OR APPEARANCE THEREOF (RELATED PARTIES)

The School will not be operated for the benefit of an affiliated or unaffiliated organization or any individual in his or her own private capacity, including members of the charter school's board of directors or management, unless the private benefit is considered merely incidental. Thus, in addition to complying with all conflict of interest and self-dealing laws that apply to it, the Charter School will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s). Related individuals within the scope of this policy include spouses and dependent children of a board member or School employee.

This private benefit policy will extend to:

- A. Sale or exchange, or leasing, of property.
- B. Lending of money or other extension of credit.
- C. Furnishing of goods, services or facilities.
- D. Payment of compensation.

201 *Organizational Conflict Of Interest Or Self-Dealing (Related Parties) - continued*

Thus, the Charter School will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between a school and members of the board, management, contracted management organization, employees, related individuals and affiliated companies. (Add legal definition) Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father in law, mother in law, sister in law and brother in law of a board member or school employee.

202 *Board Of Directors Authorities*

The Board of Directors shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of the Charter School's certified public accountants and (xi) other activities associated with the operations of the Charter School.

The Board of Directors will meet monthly to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and subcommittee reports.

203 *Signature Authorities*

To properly segregate duties within the Charter School, the Board Chairperson the Charter Executive Director, and Director of Operations are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Individual check payments greater than \$10,000 under non-contractual conditions will require dual signatures prior to check issuance.

204 *Government Access to Records*

The Business Manager or contracted business back office services provider will provide access to the organization's records to the District, County, and State; or his designee and provide supporting records, as requested, in a timely manner.

205 *Security of Financial Data*

- A. The system's accounting data must be backed up daily by the business back office services provider to ensure the recoverability of financial information in case of hardware failure. The back up will be stored in a fire safe area and properly secured.
- C. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Business Manager or the business back office services provider from unauthorized access.

206 *Security of School Documents*

Originals of the following corporate documents are maintained and their presence is verified on a periodic basis:

- A. Charter and all related amendments
- B. Minutes of the Board of Directors and subcommittees
- C. Banking agreements
- D. Leases
- E. Insurance policies
- F. Vendor invoices
- G. Grant and contract agreements
- H. Fixed asset inventory list

207 *Use of School Assets*

- A. No employee may use any of the School property, equipment, material or supplies for personal use without the prior approval of the Business Manager or Executive Director.

208 *Use Of School Credit Cards*

- A. Charter School credit cards should only be issued with the formal approval of the Executive Director and with proper justification. The cost/benefit to the Charter School should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued they should be assigned to certain Charter School employees and should be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by the Charter School.
- B. Monthly credit card statements are reconciled to invoices and travel reports and are approved by the Executive Director.

300 FINANCIAL MANAGEMENT POLICIES

301 Basis Of Accounting

The Charter School will maintain their accounting records and related financial reports on the accrual basis of accounting.

302 Accounting Policies

The accounting policies and financial reporting adopted are consistent with the special purpose governmental unit requirements of the Governmental Accounting Standards Board (GASB), including Statement of Governmental Accounting Standards No. 34 – *Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments*. GASB is the recognized standard setting body for establishing governmental accounting and financial reporting principles.

303 Basis of Presentation

The accounts of the Charter School are organized on a basis of the School Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures.

One Fund will be used to account for all financial resources associated with the operation of the school. In addition, all activities relating to Student Activities should be separately identified and recorded within this fund.

304 Revenues

Under the accrual basis of accounting, revenues recognized when earned.

305 Expenditures

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

306 Incurred Costs

For the purpose of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows:

- A. Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and is not specifically disallowed by the funding source.

307 Cash Management

- A. The School maintains cash accounts at the following banks:
 - 1. Operating – Wells Fargo
 - 2. Savings – Wells Fargo
 - 3. Savings – Citi Bank

- B. A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the Executive Director for collection. Appropriate collection procedures are initiated, if necessary.

308 *Grants Receivable Aging Criteria*

Accounts receivables outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis.

309 *Grant/Contract Invoicing*

- A. All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.

- B. The invoicing format is that specified by the funding source.

310 *Budgets*

- A. The Charter School together with the Business Service Provider prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projections are reviewed and approved by the Board of Directors, at the annual meeting and modified, as necessary.

- B. Financial statements displaying budget vs. actual results are prepared by the back office services provider and reviewed by the Executive Director and presented to the Board of Directors at each monthly board meeting.

311 *Insurance And Bonding*

- A. The School maintains minimum levels of coverage, as deemed appropriate by the Board of Directors, for the follow policies:
 - 1. General liability
 - 2. Business & personal property (including auto/bus)
 - 3. Computer equipment
 - 4. Workers' compensation
 - 5. Personal injury liability

- B. The School requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Directors.

312 *Record Retention and Disposal*

- A. Records are maintained for the following indicated minimum periods:
 - 1. Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for seven years after the original entry date.
- B. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.
- C. All financial records are maintained in chronological order, organized by fiscal year.
- D. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Business Manager listing the record or the class of records disposed of. The Board of Directors certifies this memorandum of records disposal.

313 *Financial Reporting*

The back office services provider maintains supporting records in sufficient detail to prepare the School's financial reports, including:

- A. Annually:
 - 1. Financial statements for audit
 - 2. Annual budget
- B. Monthly:
 - 1. Trial balance
 - 2. Internally generated budget vs. actual financial statements
 - 3. Billing invoices to funding sources
 - 4. Updating the cash flow projection
- C. Periodically:
 - 1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
 - 2. Other reports upon request

314 *Audit*

The Board of Directors arranges annually for a qualified certified public accounting firm to conduct an audit of the Charter School's financial statements in accordance with *Government Auditing Standards* and the *Governmental Accounting Standards Board*.

The audit reports will be submitted to the granting agency, (starting 2002) California Department of Education, (starting 2003) County Superintendent of Schools, and State Controller's Office by December 15 of each year. (Education Code 47605(m))

315 *Audit/Finance Committee*

The Board of Directors appoints an audit/finance subcommittee. This subcommittee will nominate the independent auditor and review the scope and results of the audit. The audit/finance subcommittee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the subcommittee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The audit/finance subcommittee will also review all financial information of the Charter School and provide recommendations to the Board of Directors.

400 POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY

401 *ASSETS*

402 *Bank Accounts*

A. Bank accounts for the indicated purpose and limitation(s) have been authorized by the Board of Directors of the School at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks : *Wells Fargo and Citi Bank*

403 *Petty Cash Payments*

A. Petty cash payments are made from a fund not to exceed \$150, and should be for cash advances, local expense reimbursement and small-dollar vendor purchases, provided proper documentation is furnished with each request. No individual payment shall be greater than \$75.

B. The petty cash account is balanced on a monthly basis by the petty cash custodian. The replenishment check is made out to "(Custodian's name) - *Petty Cash Custodian*" on an as needed basis.

404 *LIABILITIES AND FUND EQUITY*

405 *Accounts Payable*

Only valid accounts payable transactions based on documented vendor invoices, receiving report or other approved documentation are recorded as accounts payable.

406 *Accounts Payable Payment Policy*

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

407 *Accrued Liabilities*

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

408 *Liability For Compensated Absences*

A. Compensated absences arise from employees' absences from employment due to vacation leave. When the Charter School expects to pay an employee for such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met:

1. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
2. The employee's right to receive the compensation for the future absences is vested or accumulates.
3. It is probable that the compensation will be paid.
4. The amount of compensation is reasonably estimable.

B. Compensated absences not required to be paid upon employee termination is only recorded when paid.

409 *Debt*

A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the Enterprise Fund.

B. Loan agreements approved by the Board of Directors should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

500 REVENUE

501 *Revenue Recognition*

The School records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles applicable to special purpose governmental units.

600 FACILITIES**601** *Disposal of Property and Equipment*

- A. No item of property or equipment shall be removed from the premises without prior approval from the Business Manager.
- B. The School has adopted standard disposition procedures for Charter School staff to follow, which include a *Asset Disposal Form*, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.
- C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the Enterprise Fund.

700 PROCUREMENT POLICIES

701 The School adheres to the following objectives:

- 1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
 - 2. Make all purchases in the best interests of the School and its funding sources.
 - 3. Obtain quality supplies/services needed for delivery at the time and place required.
 - 4. Buy from responsible sources of supply.
 - 5. Obtain maximum value for all expenditures.
 - 6. Deal fairly and impartially with all vendors.
 - 7. Maintain dependable sources of supply.
 - 8. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the Charter School supplier relationships.
- A. The Executive Director will approve all purchases and payments less than \$10,000. Anything over \$10,000 will be board approved.
 - B. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Directors and signed by the Executive Director or Board Chair. The agreement will identify all the terms and conditions of the lease.

800 TRAVEL POLICIES

801 Employee Mileage Reimbursement

- A. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel. In addition, parking fees and tolls paid are reimbursable if supported by invoices.
- B. All employees requesting such mileage reimbursement are required to furnish a *Travel Report* containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by invoices, if applicable.
- C. The Charter School may maintain a Travel and Mileage Reimbursement Policy as an extension of this policy.

900 CONSULTANTS AND CONTRACTORS

901 Consultant Utilization

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and the Charter School's rights to educational curricula and intellectual property developed.

902 Independent Contractors

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code. In particular, consultants will:

- A. Adhere to a precise contract scope of services, recomputed or at least adjusted annually. This consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.
- B. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.
- C. Not be assigned a permanent workstation.
- D. Make their services available or work for a number of firms or persons at the same time.

- E. Will use his or her own stationery or time sheet in billing for services.
- F. Shall not be classified as an employee of the Charter School

PART II

1000 - GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for the Charter School.

GENERAL LEDGER ACTIVITY

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

A. Timeliness of Entries

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

B. Support Documentation

All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

C. Audit Trail

A complete audit trail is maintained.

GENERAL LEDGER CLOSE-OUT

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

A. Financials

Monthly financials are prepared to ensure the accuracy of the General Ledger account balances.

Procedures

1. At the end of each month, Financials (*Income Statement/Budget to Actuals and Balance Sheet*) of all General Ledger accounts is prepared by the back office business services provider for the Executive Director and Board of Directors.

2. At fiscal year end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

1100 - CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements, and petty cash funds and prepaid items.

CASH RECEIPTS

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

A. Cash Flow Projection

The business service provider annually prepares and updates monthly a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. Cash Receipts Policies

The School has internal control systems in place to monitor cash receipts, and ensure that deposits are made in a timely manner. The School also uses electronic fund transfers to accelerate deposits.

C. Internal Accounting Controls

- (i) Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.
- (ii) Listed receipts and credits compared to accounts receivable and bank deposits.
- (iii) General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger.

Procedures

A. General

1. Mail is opened by the Receptionist who sorts the checks and forwards them to the Director of Operations or the appropriate recipient.
2. A copy of each check to be deposited is made and attached to copy of the deposit slip and filed to provide support for all deposits.
3. The back office business services provider inputs journal entries, once the documentation has been provided.
4. The Director of Operations or Executive Director makes deposits on a daily or no later than on a weekly basis. If deposits are made other than daily, the deposit should be maintained in a secure area with limited access.

5. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Director of Operations or Office Manager on a monthly basis.

CASH DISBURSEMENTS

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

A. Cash Disbursement Policies

Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

B. Internal Accounting Controls

- (i) Match disbursement records against accounts payable/open invoice files.
- (ii) Bank statements reconciled to cash accounts and any outstanding checks verified by either the back office business services provider, if applicable.
- (iii) Supporting documentation canceled to prevent resubmission for payment.
- (iv) Detailed comparison of actual vs. budget disbursements on a periodic basis.
- (v) Separation of duties to the extent possible for an organization the size of the School.

Procedures

1. All invoices submitted for signature will include approvals for payment, expense account charged, check number and date of payment.
2. All supporting documents are canceled (i.e. stamped *PAID*) by the signatory and filed by back office business services provider.
3. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.
4. Bank statements are reconciled soon after receipt by either the back offices business services provider and reviewed by the Executive Director.

PETTY CASH FUNDS

Control Objective

To control the use of petty cash funds for valid transactions.

Major Controls

A. Internal Accounting Controls

- (i) Reconcile petty cash funds by employees with responsibilities independent of cash receipts, disbursements or custody.

Procedures

1. The Charter School will maintain an imprest petty cash system of \$150, which will be maintained and secured by the Director of Operations or their designee.
2. The Director of Operations or their designee maintains a log of all disbursements made from the petty cash fund and uses a *Petty Cash Voucher* for all petty cash disbursements. No disbursements will be for greater than \$75.
3. When the fund needs to be replenished, a check request is prepared by the Director of Operations or their designee, attaching the log of disbursements and the supporting vouchers. See cash disbursement procedure above for payment.
4. Any differences between the check request to bring the fund up to the petty cash amount and total disbursements made are reviewed and a justification is prepared.
5. Funds disbursements are entered into the General Ledger by expense category when the fund is replenished.

1200 - PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

PERSONNEL REQUIREMENTS

Control Objective

To ensure that the School hires only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

Major Controls

Payroll Policies

Procedures

New Employees

1. Requests for new employees are initiated by the Executive Director and compared with the approved annual personnel budget.
2. New employees complete an *Application for Employment*.
3. New employees complete all necessary paperwork for payroll.
4. Employee is fingerprinted. Fingerprint clearance must be received by the school before any employee may start work.

Vacation and Sick Pay

1. Employees accrue vacation time based on personnel policy of the Charter School.
2. Employee is required to provide at least two weeks advanced notice to supervisors for a vacation request.
3. Employees' earned vacation balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the Director of Operations.
4. Sick leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the Director of Operations.
5. Before vacation time is paid, a *Vacation Authorization Request* is to be prepared by the employee, which is reviewed and approved by the Director of Operations.
6. The back office business services provider monitors vacation and sick time by maintaining a log for each individual.
7. The treatment of unused vacation time is based on the personnel policy of the Charter School.

PERSONNEL DATA***TIMEKEEPING******Control Objective***

To ensure that payment for salaries and wages is made in accordance with documented time records.

Major Controls**A. Timekeeping Policies**

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

B. Time Sheet

Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

C. Internal Accounting Controls

- (i) Reconciliation of hours charged on time sheets to attendance records.

Procedures**Time Sheet Preparation**

1. Hourly and salary employees prepare time sheets on a bi-weekly basis.
2. In preparing time sheets, employees:

- (i) Enter hours in ink and sign the completed timekeeping record
- (ii) Make all corrections in ink by crossing out the error and initialing the change.
- (ii) Submit the completed time sheet to the Administrative Assistant or Receptionist.

Approval and Collection of Time Sheets

1. Each employee's time sheet is forwarded to the Administrative Assistant or Receptionist on a bi-weekly basis, which ensures all the timesheets are submitted in a timely manner. The Administrative Assistant or Receptionist forwards the timesheets to the Executive Director who reviews and approves them.
2. Authorized timesheets are collected by the Administrative Assistant or Receptionist and forwarded to the back office business services provider for processing.

Reconciliation of Payroll to Time Sheets

1. Hours shown on time sheets are reconciled to the hours recorded on the Payroll Register by the Executive Director or their designee for each time sheet period.

PREPARATION OF PAYROLL

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

A. Internal Accounting Controls

- (i) Time records are periodically reconciled with payroll records.

Procedures

1. The Administrative Assistant or Receptionist forwards approved time sheets to the back office business services provider.
2. The total time recorded on time sheets and the number of employees is calculated by the back office business services provider.
3. Recorded hours from the bi-weekly time sheets are accumulated by the back office business services provider and communicated to the Payroll Service via modem or input into the in-house payroll software.
4. The payroll documents received from the in-house payroll software (e.g., calculations, payrolls and payroll summaries) are compared with time sheets, pay rates, payroll deductions, compensated absences etc. by the back office business services provider.
5. The back office business services provider verifies gross pay and payroll deductions.
6. The total hours and number of employees are compared with the totals in the Payroll Register by the back office business services provider.
7. The Payroll Register is reviewed and approved by the Executive Director.

PAYROLL PAYMENT

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

PAYROLL WITHHOLDINGS

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

A. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

B. Internal Accounting Controls

The in-house payroll software calculates payroll withholdings, which are reviewed and verified by the back office business services provider.

Procedures

1. The in-house payroll software calculates payroll withholdings for each employee. These are summarized by pay period and recorded in General Ledger.
2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the back office business services provider.
3. The back office business services provider reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.
4. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the back office business services provider.

1300 DEPRECIATION

Procedures

1. The School capitalizes all fixed assets when acquired, and records the historical cost of these items in the Enterprise Fund. In accordance with generally accepted accounting principles, as they relate to special purpose business-type activity, government units, under GASB 34 depreciation expense must be recorded in the statement of revenue, expenditures and changes in net assets. The Charter School will use the straight line method of depreciation over the assets useful life as determined as follow:

Computers	3 years
Office Equipment	3 years
Vehicles	5 years

Office Furniture	5 years
Leasehold Improvements	Life of lease or 5 years whichever is greater
Building Improvements	20 years
Building	30 years

1400 EXPENSE REIMBURSEMENT

Control Objective

To ensure the School pays for only authorized business expenses.

Major Controls

A. Employee Expense Reimbursement Documentation

Employees are required to obtain and furnish documentation for individual expenses of \$25 or over (provided they are not on a per diem basis) and company credit card purchases.

B. Internal Accounting Controls

- (i) Justification for travel approved by Executive Director
- (ii) Documentation for incurred employee expenses
- (iii) Documentation for company credit card purchase.

Expense Advance or Reimbursement

Expense Reimbursement:

1. Soon after traveling, but not exceeding 30 days, an employee who seeks reimbursement for authorized expenses completes a *Travel Report* detailing the expenses incurred, attaching originals of supporting documentation.
2. All credit card purchases are supported by invoices in order to be reimbursed.
3. The employee's *Travel Report* and credit card purchases invoices are reviewed and approved by the Business Manager.

1500 - MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting and tax compliance.

ANNUAL BUDGET

Control Objective

To effectively support the preparation of the annual budget and its periodic review.

Major Controls

A. Budget Process

The Director of Operations and/or Executive Director works with the back office business services provider and prepares the annual operating and capital budgets and cash flow projection, with input from the school's community. The budgets and projection are submitted to the Board of Directors for approval.

B. Internal Accounting Controls

Accuracy and completeness of the budget and projections

Procedures

1. In preparation of the annual operating and capital budget and cash flow projection, the back office business services provider prepares a preliminary budgets and projection for review by the Director of Operations and/or the Executive Director in consultation with the school staff.
2. To support budgets and projection estimates, the back office business services provider prepares current year-to-date financial data with projections of year-end totals.
3. The back office business services provider and the Director of Operations and/or the Executive Director review the budgets and projection submitted for completeness and reasonableness.
4. The Board of Directors approves and adopts the final budgets and projection.
5. The adopted budgets totals are entered in the General Ledger by the back office business services provider for the new fiscal year, in order to prepare budget to actual reports.

FINANCIAL REPORTING

Control Objective

To ensure the accuracy, completeness and timeliness of financial reporting to support decision-making.

Major Controls

A. Schedule

Monthly managerial reports are prepared based on a schedule.

B. Review and Approval

Financial reports are reviewed for accuracy and completeness.

C. Audit

The annual financial statements of the School are audited by a certified public accounting firm.

Procedures

1. The back office business services provider prepares monthly budget vs. actual financial reports and cash flow projection for the Board of Directors meetings.
2. The Charter School submits to an audit of its financial statements by a qualified certified public accounting firm, in accordance with *Governmental Auditing Standards*
3. The School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

PAYROLL TAX COMPLIANCE*Control Objective*

To accurately prepare and file required tax documents on a timely basis.

Procedures

1. The School maintains a schedule of required filing due dates for:
 - (i) *IRS Form W-2* - Wage and Tax Statement.
 - (ii) *IRS Form W-3* - Transmittal of Income and Tax Statements.
 - (iii) *IRS Form 940* - Employer's Federal Unemployment (FUTA) Tax Return.
 - (iv) *IRS Form 941* - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
 - (v) *IRS Form 1099 MISC* (also *1099-DIV*, *1099-INT*, *1099-OID*) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
 - (i) Quarterly and annual state(s) unemployment tax return(s).
2. Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the back office business services provider for accuracy and completeness.

EXHIBIT V



CSMC

*Charter School Management Corporation
Helping Charter Schools Succeed
Corporate Headquarters
40925 County Center Drive
Temecula, CA 92591*

July 22, 2014

Services Agreement for *Wisdom Academy for Young Scientists*

This Services Agreement ("Agreement") for charter school business support services is between the Charter School Management Corporation (hereinafter referred to as "CSMC") and *WAYS* (hereinafter referred to as "Customer" or "you"). CSMC and *WAYS* are each individually a "party" and sometimes referred to collectively as the "parties."

The parties to this Agreement understand that this is an agreement whereby *WAYS* desires to retain CSMC, because of CSMC's expertise, prior experience and comprehensive service offerings, as they relate to *WAYS* operation of one or more charter schools, and that CSMC desires to provide expertise for the benefit of *WAYS* using its knowledge, skills, experience and abilities.



CSMC Scope of Service Summary

Summary of Wisdom Academy for Young Scientists

The following information regarding *WAYS* operations, size and authorizing agency(ies) has been provided by *WAYS*, and CSMC may rely on such information.

Number of schools = 1

Approximate number of students* = 520

Authorizing agency or agencies = LACOE

Summary of services offered within:

- Back-Office Services.
- Charter Vision Access.
- Fully Supported PowerSchool Services (as defined in Attachment A) licensing to remain with *WAYS* and be paid directly to Pearson by *WAYS*.
- CALPADS support (as defined in Attachment A)

Contract Period:

The Contract Period shall be *July 1, 2014* through *June 30, 2016*

Summary of Pricing:

Setup Fee = \$ 7,000

Ongoing Monthly Fee = \$ 5,500

*The pricing set forth above is predicated on CSMC's understanding of *WAYS*'s support needs, based on *WAYS*' representations. If *WAYS*'s number of students is appreciably different from this number, CSMC will adjust its fees accordingly. With that principle in mind, CSMC will use reasonable efforts to modify elements of its program to accommodate *WAYS*' changing needs.



CSMC Scope of Services

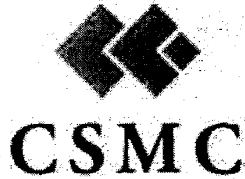
In order to support WAYS, CSMC shall provide the following specific services (defined below as the "Services"):

1) Fiscal

- a) **Bookkeeping Support** – Utilizing an enterprise-quality bookkeeping system from Sage, one of the country's largest bookkeeping software companies, CSMC will provide a complete bookkeeping solution to WAYS. Specifically, CSMC will:
 - i) **Chart of Accounts** – Create a Standard Account Code Structure (SACS) and Generally Accepted Accounting Principles (GAAP) compliant and WAYS tailored Chart of Accounts.
 - ii) **General Ledger** – Create and maintain SACS and GAAP compliant General Ledger. CSMC will modify, revise, and incorporate more or less detail in account code structure as requested by WAYS.
 - iii) **Accounts Receivable** – Monitor receipt of revenues tied to budget and expected entitlements. Includes all collection activities necessary to obtain past due funding.
 - iv) **Accounts Payable** – Process all vendor invoices and payments. Includes utilizing GAAP system for verification, approval, and payment. System includes utilization of AP batch approvals, and check register reviews. Includes preparation of all 1099's.
 - v) **Fund / Restricted Accounts** – Track restricted revenues (e.g. Title I) and/or other revenues client requests in writing that CSMC separately track (e.g. parent fundraising) and corresponding expenditures via unique account coding to yield separate net income / loss per account.
- b) **Fixed Assets and Inventory Control** – Create and maintain asset tracking and depreciation schedule system which is integrated into the General Ledger.

2) Payroll

- a) **Payroll setup** – Based upon the payroll information from WAYS, CSMC will enter each full- and part-time employee into an enterprise-class payroll service, for purposes of calculating appropriate withholdings, taxes and other deductions. WAYS will be responsible for paying the payroll service's fees directly.
- b) **Payroll processing** – Includes updating, maintenance, and regular, emergency

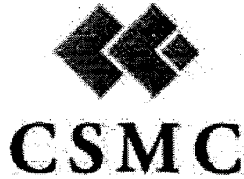


and special payroll entry, as requested by WAYS. Payroll processing includes all of the following:

- i. Complete STRS and PERS reporting through the County Office of Education. Please note that some Counties or Districts charge a fee to charter schools to transmit STRS and PERS information to the STRS and PERS systems. If the county or district charges such a fee, WAYS will be responsible for paying this fee directly.
 - ii. Voluntary Deductions (e.g. 403(b))
 - iii. Distribution of pay warrants and direct deposit administration
 - iv. Distribution of W2's
 - v. Processing of Worker's Compensation
 - vi. Salary adjustments
 - vii. Verify Budget Numbers, Dates and Rates of Pay
 - viii. Prepare and Maintain Annual Calendars
 - ix. Process Exit Forms (resignations, terminations, etc.)
- c) **Insurance services and coordination** – CSMC will act as the bookkeeping liaison for workers compensation and Health and Welfare policies. CSMC will assist in the selection of insurance service providers (if requested by school), emphasizing selecting a provider that will provide high value support to the charter school.

3) External Reporting

- a) **Preparation and data submittal of required budget reports in SACS format** – includes 1st Interim, 2nd Interim, next year proposed, and unaudited actual to district, county and state entities.
- b) **Attendance** – includes preparation and data submittal of Period 1 (P1), Period 2 (P2), and annual (P Final) attendance reports to district, county and state entities.
- c) **Audit** – CSMC will act as the lead point of contact with WAYS's auditor and will work with the auditor through finalization of the audit report. Based on completion of consolidated financial statement audit, CSMC will coordinate the preparation and submission of Federal Form 990 and California Form 199 by applicable deadlines with external accounting firm.
- d) **Categorical program budgeting and oversight** – separate fund tracking for all

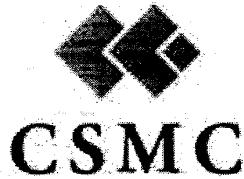


restricted or categorically relevant programs.

- e) **Consolidated Application** – If WAYS wishes to apply, CSMC will complete Parts 1 and 2 of the No Child Left Behind Consolidated Application, which is used to apply for federal Title funds (e.g. Title I). Additionally, CSMC will provide assistance during the audit required by the Single Audit Act of 1984.
- f) **National School Lunch Program (NSLP)** – If your school participates in this program, CSMC will assist with NSLP bookkeeping, submission of monthly food program reimbursement forms and completion of required annual reports.
- g) **CBEDS** – Assist schools in the completion of their School Information Form for Independently Reporting Charter Schools CBEDS annual survey.
- h) **General Reporting** – includes any necessary grant, award, program, state, county, and district report related to financial, or operating activity. This section does not apply to CALPADS data reporting.

4) **Internal Reporting and Budgeting**

- a) **Budgeting/Cash Flow** – CSMC collaboratively with WAYS shall develop and modify both current and future year budgets and pro forma cash flow models. All state mandated development and adoption timelines shall be incorporated into the planning process. At least one budget revision shall occur each year upon certification of the PI report. Other modifications are to be performed as necessary or requested by WAYS, including for strategic planning purposes. In today's challenging economic times, it is crucial that the budget is constantly reviewed and modified as needed; therefore, **there are no limits to the number of budget revisions that may be requested by WAYS.** Cash flow timing and Budget to Actual reporting on a monthly basis shall be reported to WAYS.
- b) **Internal Monthly Reporting** – Please note that CSMC's Charter Vision® web portal (described in item #5 below) provides anytime, anywhere client access to dozens of detailed financial reports. In addition to this, CSMC will create and send to WAYS *monthly* reports including:
 - i) Budget to actual income statement
 - ii) Balance sheet
 - iii) Cash flow projections
 - iv) Fiscal analysis and commentary as applicable
- c) **Board Meeting Support** – CSMC's School Business Manager will be available as requested for WAYS's board meetings to present financial reports and/or



answer financial questions (by teleconference or in person). There is no limitation to the number of times WAYS may request the School Business Manager's attendance — on average, CSMC's clients tend to request the School Business Manager's presence every other month. Additionally, CSMC will provide your board of directors with training and access to our Charter Vision system. This will allow the board to retrieve financial statements and "board reports" 24 hours a day, 7 days a week.

5) Charter Vision®

- a) Charter Vision is CSMC's online, client-specific business information portal. Charter Vision has your school's latest and detailed financial metrics and reports, upcoming deadlines, shared document templates, latest announcements, and upcoming deadlines. Access this portal anywhere, anytime. CSMC believes this is a great tool for increasing access and transparency to internal constituents. For instance, charter school board members can access the latest board and financial reports directly through Charter Vision. School may add as many licenses and grant access to an unlimited number of people at **no charge**.

6) Policies

- a) **Fiscal/Operating Procedures** – With the collaboration of WAYS, CSMC will assist in the development and maintenance of fiscal and operating procedures and control policies.
- b) **Safety Manual** – With the collaboration of WAYS, CSMC will develop and maintain a complete and compliant Safety Manual.

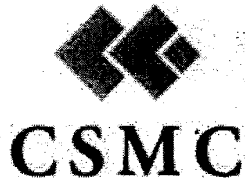
7) Client Support

- a) **Client Support** – At WAYS's written request, CSMC will provide assistance with funding, budgeting, strategy, fiscal control, or other operational/financial questions or issues.

8) Charter Development and GRANTS Administration

- a) **Grants** – Track direct and allocate costs to grants.
- b) **Charter Renewal** – On a separate fee basis, CSMC will assist with a charter petition for renewal.

9) Student Information System (SIS)



a) **PowerSchool Premier** – PowerSchool is a Pearson SIS product and is the market leader for charter schools. CSMC assists with the implementation, maintenance, troubleshooting, and updating. CSMC provides an ongoing program to assist you with your charter school operations. CSMC's support will not only dramatically ease your implementation of PowerSchool, but lower your overall support and operational costs. CSMC's support consists of but not limited to:

- i) Initial Product Roll out
- ii) Initial Product Training
- iii) On Going Maintenance & Support
- iv) Access to CSMC Help Desk

See Service level agreement (Attachment A) for specifics

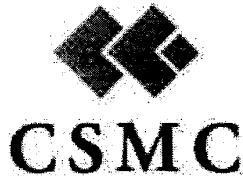
10) **Complete CALPADS support** – CSMC and WAYS agree to discuss specifics regarding CALPADS support and shall memorialize the specific level of service for such support in a separate agreement.

Fees

One-Time Setup Fee – \$ 7,000

This fee includes all of the activities necessary to get your information into the CSMC system to enable the above services. This includes such information as:

1. Exporting information from your current bookkeeping system (if you are an operating charter school) or gathering initial bookkeeping information (if you are a new school) into our enterprise-quality software system
2. Working with you to input all of your employees' personal- and compensation-related information into our payroll system
3. Identifying all of the revenue programs your school is possibly eligible for, assisting you to make strategic decisions about which ones to pursue, and helping you to apply to any you might have missed to ensure your school receives as much revenue as possible
4. Projecting your cash flow needs for the upcoming contract period and helping you start identifying possible ways of surviving any gaps



5. Identifying which financial reports you would like to see on an ongoing basis to help you make the best strategic decisions and keep other stakeholders informed
6. Assessing your current operational and financial policies, comparing them to current best practices, and improving those that need to be updated
7. Ensure that you are comfortable with how CSMC will support you and answer any of your initial questions

Scope of Specific Services

The specific services, work and tasks set forth above shall collectively be referred to as the "Services." CSMC shall only be required to perform the Services, and shall not be required to perform any services, work or tasks other than the Services. If CSMC does perform services, work or tasks other than the Services, CSMC will not be required to do so in the future, and CSMC may with the consent of Customer seek reimbursement or payment from Customer for such services, work or tasks. Each agreement is different, and Customer acknowledges and agrees that the Services that CSMC is required to perform under this Agreement do not include all of the services CSMC has the ability to perform, and specifically does not include every service referred to or listed in CSMC's website (www.csmci.com) or other materials.

Ongoing Fee for Services

In addition to the One-Time Set-Up Fee, WAYS shall pay to CSMC monthly installments of \$ 5,500 beginning in July 1, 2014. This fee shall cover payment to CSMC for the Services. WAYS shall pay this ongoing fee for the Services until the expiration or termination of this Agreement, at which time WAYS shall within 15 days pay CSMC any unpaid monthly fees for Services. WAYS will promptly pay to CSMC the amounts set forth in this Agreement upon receipt of each monthly billing statement. Customer's payment obligation is absolute, and Customer may not withhold or deduct payment for any reason.

Term of Agreement

Setup will begin on or around July 1, 2014 and will last for all of that month.

The term of this Agreement and CSMC's obligation to perform the Services will begin on July 1, 2014 ("Start Date") and will be deemed automatically renewed on the annual anniversary of the Start Date, unless either party provides the other party with written notice 45 days in advance of the next anniversary of the Start Date of its intent to not renew this Agreement. If CSMC does not physically receive such a



notice of non-renewal prior to or on the 45th day before the next Start Date, then CSMC may rely on the automatic renewal of the term of this Agreement. However, in no event shall the term of this Agreement exceed the charter of WAYS.

Parties – No Agency

This Agreement is not intended to, and shall not be construed to create the relationship of agent, employee, partnership, or joint venture, or any other relationship other than independent contractor between CSMC and WAYS. CSMC shall be free to provide similar services for other clients.

Communication Between the Parties

WAYS will direct all communication to the CSMC Account Manager and CSMC will direct all communication to WAYS's designated primary contact, unless either party designates another representative and provides written notification of the change to the other party. CSMC agrees to keep all communication and work product with WAYS confidential to the allowable extent of State and Federal Law.

Parties Are Sole Obligor

This Agreement is entered into by the WAYS for itself alone and not on behalf of, or as an agent for, any other entity, agency, school, or school district. Any obligation of the parties to this Agreement is and shall remain the sole responsibility of the parties. CSMC agrees that no employee, executive, shareholder or director of WAYS shall be personally liable for payment or any breach of this Agreement, and that CSMC may only look to WAYS for payment or performance of the obligations required under this Agreement. Likewise, WAYS agrees that no employee, executive, shareholder or director of CSMC shall be personally liable for payment or any breach of this Agreement, and that WAYS may only look to CSMC for payment or performance of the obligations required under this Agreement. In addition, CSMC will be providing Services only to Customer, and will not be required to perform work or services to any company or person affiliated with Customer.

Document Retention

Customer agrees that it will be responsible for providing CSMC with all records pertinent to the Services, including information stored electronically such as e-mails and other computerized records. Customer agrees to retain, and not destroy, its records for the duration of any period mandated by applicable laws. CSMC shall retain its files for 3 years, after which time CSMC shall destroy its files unless



Customer requests in writing that CSMC retain files for shorter or longer retention period.

No Guarantee – Limitation to Services and Exclusion of Liability for Other Work

CSMC cannot guarantee that the Services it provides under this Agreement will yield the results sought by WAYS. CSMC will use good faith efforts in providing Services to secure the reasonable objectives sought by WAYS during CSMC's performance of its Services under this Agreement. WAYS understands and agrees that it is retaining CSMC to perform only those Services listed above and defined in this Agreement as the Services. WAYS agrees that CSMC will have no liability for, or indemnity obligations arising out of, CSMC's provision of any services, task or work not included within the definition of Services.

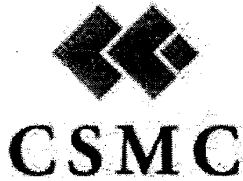
No Liability for Referral

The Services which CSMC is required to perform under this Agreement do not include referring Customer to any other service provider, person or company. However, from time to time, customers sometimes seek a referral from CSMC. Customer acknowledges and agrees that if it seeks a referral from CSMC, Customer shall be responsible for interviewing, researching, and retaining any such service provider, person or company; and Customer shall rely on its own assessment in making any hiring decision. CSMC does not warrant or guarantee the services, work or results of any service provider, person or company which CSMC may refer to Customer.

CSMC's Right to Rely

In performing the Services under this contract, CSMC has the right to rely upon the truthfulness, completeness and accuracy of the information and data provided to CSMC by WAYS, its directors, officers, employees and agents. CSMC shall not be expected to, and WAYS may not rely on CSMC to, disclose errors, fraudulent financial reporting, and misappropriation of assets, or illegal acts that may exist at one or more schools or offices operated by Customer. WAYS understands and agrees that CSMC has no responsibility to identify and communicate deficiencies in WAYS's internal controls as part of CSMC's provision of Services under this Agreement. In addition, WAYS shall have the responsibility to promptly notify CSMC of any material change in WAYS or WAYS's operations that might impact CSMC's ability to provide the Services under this Agreement.

Assignment



This Agreement is not assignable without the written consent of the parties hereto.

WAYS's Direction - Indemnification

WAYS acknowledges that by providing the Services, CSMC performs an advisory and task-related function, and therefore provides the Services at the direction of WAYS. WAYS retains ultimate decision-making authority on the execution of agreements, transactions and payments, and the determination of rights, processes, controls and obligations rest entirely within the discretion and control WAYS. To the extent that WAYS properly directs CSMC, and to the extent that CSMC fails to properly perform the Services, CSMC shall indemnify and hold WAYS and its officers and employees harmless from and shall defend at its own expense all claims, demands, or suits at law or equity arising in whole or in part, but only to the extent that they arise from CSMC's active negligence or express breach of its obligations under this Agreement. Nothing in this Agreement shall require CSMC to indemnify WAYS against claims, demands or suits based upon intentional or negligent acts of WAYS, its agents, officers or employees.

Professional Services Exclusion

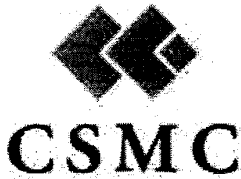
Customer acknowledges and agrees that CSMC does not provide legal services or licensed accounting services, and that those and other licensed professional services are not included within the Services which CSMC is required to provide under this Agreement. Customer agrees to consult a lawyer and/or licensed accountant if Customer seeks legal or accounting advice, and shall not rely on CSMC for such advice, consultation or services.

Charter Revocation, Notice to Cure, or Closure

Unless included within the definition of Services for which CSMC is responsible under this Agreement, CSMC shall not be responsible to do any work or perform services related to any charter revocation, notice to cure or related notices; nor shall CSMC be responsible for doing any work or performing any services related to any closure of any school operated by Customer.

Customer's Premises/Facilities

Customer agrees that it, and not CSMC, is responsible for the physical premises and facilities Customer operates, including whether those premises/facilities comply with the American Disabilities Act and any other applicable statutes or regulations. Customer is responsible for complying with all applicable health and fire code requirements and zoning laws. Customer shall maintain all local approvals including



applicable fire marshal clearances, certificates of occupancy, signed building permit inspections and approved zoning variances.

Customer's Insurance Responsibility

Customer represents and warrants that it has obtained property general liability insurance, workers' compensation insurance, automobile insurance (to the extent applicable), and insurance coverage for negligence, errors and omissions/educators legal liability, abuse and molestation, and employment practices liability.

No Employee Raiding

Customer recognizes and acknowledges that CSMC expends considerable time and effort and incurs substantial expense in recruiting and retaining qualified personnel. Customer agrees to not hire as an employee or independent contractor, either directly or indirectly, any employee of CSMC during the term of this Agreement and for period of one hundred twenty (120) days after such person's termination of employment with CSMC. Customer agrees that a breach of the foregoing restriction would cause irreparable harm to CSMC's business and the damages therefrom would be difficult if not impossible to measure. Consequently, if Customer breaches this provision, Customer will pay to CSMC liquidated damages fixed at twenty-five percent (25%) of the CSMC employee's yearly compensation, or projected yearly compensation, at the time of any such breach.

Termination of Agreement

WAYS may terminate this Agreement without cause by providing written notice of cancellation to CSMC at least 30 days prior to cancellation. Within 15 days of transmittal of a cancellation notice, WAYS shall pay to CSMC all unpaid fees and WAYS shall reimburse CSMC for all costs incurred by WAYS to provide the Services. The parties agree that those reimbursable costs would be difficult to calculate and therefore agree that if WAYS terminates this Agreement without cause within the first year from the Start Date, WAYS will pay to CSMC as liquidated damages fees equivalent to three months of the standard monthly fee for Services. If WAYS terminates without cause in year two following the Start Date, the liquidated damages payable to WAYS shall be two months of the fees for Services. WAYS may terminate the Agreement without cause and without paying liquidated damages at any time following the second anniversary of the Start Date. CSMC may terminate this Agreement at any time without cause and without liability by providing WAYS written notice of cancellation 30 days prior to termination. However, if WAYS terminates this Agreement for cause (e.g., due to lack of payment), WAYS need not provide advance notice of cancellation.



Sole and Entire Agreement

This Agreement sets forth the full and complete agreement between the parties and fully supersedes any and all prior agreements or understandings between the parties hereto, whether oral or written, pertaining to the subject matter hereof. No verbal modifications, additions, or deletions from this Agreement shall be permitted. All changes to this Agreement must be made in writing and signed by both parties.

Governing Law, Arbitration and Time-Bar on Claims

This Agreement shall be construed in accordance with the laws of the State of California. CSMC and WAYS agree that any and all disputes or controversies of any nature relating to or arising at any time under this Agreement or otherwise in connection with the rights and obligations under this Agreement shall be resolved by binding arbitration, which shall constitute the sole forum for any disputes between the parties to this Agreement. This means by signing this Agreement, each party is waiving the right to take court action and is waiving the right to a jury. Each party also agrees to, and hereby does, waive any right to compel the other party to participate as a defendant, cross-defendant or in any other capacity in any court action, including any action for indemnity. Arbitration shall be governed by the JAMS Comprehensive Arbitration Rules and Procedures conducted in Orange County, California. The parties to this Agreement further agree that any arbitration demand must be filed with JAMS within 12 months from the time of any breach of this Agreement, and that any claim commenced or filed after that time shall be time-barred as a matter of law.

Severability

The provisions of this Agreement are severable, and if any part of it is found unenforceable, the other paragraphs shall remain fully valid and enforceable.

Notice

Any and all notices required under this Agreement shall be delivered by overnight mail by a nationally recognized carrier to the following addresses:

CSMC HEADQUARTERS
Attn. Mr. Sandro Lanni
40925 County Center Drive
Suite 110
Temecula, CA 92591

Wisdom Academy for Young Scientists
Edward Cabil
706 East Manchester Drive
Los Angeles, CA 90001



Signatures

CSMC

Handwritten signature of Sandro Lanni in black ink.

Sandro Lanni, President

CSMC

Date:

Handwritten date '8/1/14' in black ink.

Customer

Handwritten signature of Edward Cabil in black ink.

Edward Cabil, Executive Director

Wisdom Academy for Young Scientists

Date:

Handwritten date 'August 01, 2014' in black ink.

**CSMC**

*Charter School Management Corporation
Helping Charter Schools Succeed
Corporate Headquarters
40925 County Center Drive
Temecula, CA 92591*

July 22, 2014

Services Agreement Addendum for Wisdom Academy for Young Scientists

This Services Agreement Addendum for charter school business support services is between the Charter School Management Corporation and Wisdom Academy for Young Scientists on behalf of Wisdom Academy for Young Scientists. CSMC and Wisdom Academy for Young Scientists are each individually a "party" and sometimes referred to collectively as the "parties."

As indicated in our proposal to Wisdom Academy for Young Scientists, the following services shall be provided as part of the suite of services offered for the monthly/annual rate indicated:

I. Charter Renewal Support

The charter school renewal process is similar to the initial charter school petition process, but there are substantial differences. Renewal applications must meet the same legal requirements and cover all the required elements of a charter petition, but in addition, they must include renewal criteria demonstrating school progress and success, including state API data. Additionally, there may be recently added requirements not addressed in the previous petition application that will need to be included in the renewal petition.

CSMC will:

Review the current petition and evaluate the stated goals.

Evaluate the current academic and operational performance of the organization.

Assess the current petition's compliance with all new regulations applicable to charter schools.

Recommend new or revised language to better allow for operational flexibility and compliance.

Generate all necessary financial statements and budget projections.

Provide charter petition advocacy and authorizer negotiations as necessary.

2. Finance & Governance Academy Training

CSMC will help equip your school with the right information, training, and tools that will put your leadership and board on a path toward operational excellence. These trainings are part of our services agreement, and are offered either on site or web-based, whatever Wisdom Academy for Young Scientists finds more convenient. Trainings typically last one to two hours.

2a. Charter Vision Finance Academy

CSMC's Charter Vision Finance Academy will give Wisdom Academy for Young Scientists the in-depth training and insight that its school leaders and board members need to make informed decisions and effective long term planning. Primary areas addressed in training include:

- State budget overview and outlook
- Cash flow planning
- Revenue programs
- Expense benchmarking
- Primary reporting requirements
- Annual audits
- Maximizing revenues & managing expenses

2b. Charter Vision Governance Academy

While we are no replacement for quality legal advice, CSMC can provide your leadership and board members with the basic charter school board rules and regulations that each school should know. Primary areas addressed include:

- Board roles & responsibilities
- Administrative roles & responsibilities
- Charter leadership set-up
- Basic Brown Act & Conflict of Interest training

3. Facilities - Acquisition, Finance, Lease, Planning

CSMC has been a leader in the facilities and facilities finance advice space for most of its 14 years of existence. We have advised dozens of clients on their buildings or prospective buildings, and prefer to be closely involved in the buildout process to offer the best advice on affording and planning your buildout. Our facilities finance division has experienced lenders who provide unbiased, independent advice on what is best for your school. In addition, CSMC has assisted many schools to identify, acquire or lease, and build out their sites. On the financing side, we assist in identifying, evaluating and comparing traditional loans such as:

- Construction Loans
 - Interest-only, 6 – 18 month terms, capitalized interest
- Permanent Loans
 - Longer Term (7 – 10 years), Max Loan-To-Value, Amortizing
- Leasehold Improvement Loans:
 - Term matches Lease, Leasehold mortgage / lease assignment

4. Financing - Loan Procurement

CSMC works with multiple lenders to ensure its independence and your lowest costs. We never work with lenders for a fee, as we believe it compromises the school's ability to get the best rates. There are three kinds of lenders, and with each of category of lender comes certain criteria, benefits and challenges.

- Factoring companies
- Bond issuers
- Banks – lines of credit

CSMC is committed to finding your school the best and lowest cost solution.

5. Insurance - Cost Management

CSMC has worked with and continues to work with multiple insurance companies. We do this to ensure your costs are the lowest they can be, while still protecting you and your school and employees. CSMC is often in the position with new school clients to find them savings in their annual insurance bills. We provide an annual insurance audit as part of our service to ensure your school is keeping its costs low and passing along the savings to the classroom.

6. Development and Grant Administration

CSMC has been managing grants as part of its back office support since its inception. We work closely with your school and its grantors to ensure absolute compliance. On the reporting side, our staff ensures that all reporting is completed accurately and on time, for any grant, award, program, state, county, and district report related to financial, or operating activity.

This Services Agreement Addendum is included as part of the two parties' contractual obligations.

CSMC HEADQUARTERS
Attention: Mr. Sandro Lanni
40925 County Center Drive
Suite 110
Temecula, CA 92591

Wisdom Academy for Young Scientists
Attention: Mr. Edward Cabil
706 E Manchester Ave
Los Angeles, CA 90001

CSMC

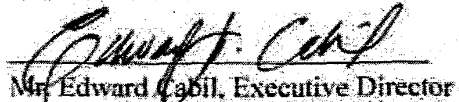


Sandro Lanni, President
CSMC

Date:

8/1/14

Wisdom Academy for Young Scientists



Mr. Edward Cabil, Executive Director
Wisdom Academy for Young Scientists

Date:

August 01, 2014

FedEx US Airbill
Express

FedEx
Tracking
Number

8640 3126 7659

Form

0200

Sender's Copy

fedex.com 1800.GoFedEx 1800.463.3339

1 From Please print and press hard.

Date 11/12/14 Sender's FedEx Account Number SENDER'S FEDEX ACCOUNT NUMBER ONLY

Sender's Name Charter School Office Phone (562) 922-8806

Company Los Angeles County Office of Education

Address 9300 Imperial Hwy, ECW 222 Dept./Floor/Suite/Room

City Downey State CA ZIP 90242

2 Your Internal Billing Reference First 24 characters will appear on invoice. OPTIONAL

3 To Recipient's Name Mr. Armando Espinoza* Phone (323) 752-6655

Mr. Edward Cabil

Company Wisdom Academy for Young Scientists

Recipient's Address 706 E. Manchester Ave. Dept./Floor/Suite/Room

We cannot deliver to P.O. boxes or P.D. ZIP codes.

Address To re-route a package to be held at a specific FedEx location, print FedEx address here.

City Los Angeles State CA ZIP 90001

4a Express Package Service Packages up to 150 lbs.

FedEx Priority Overnight Next business morning. Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.

FedEx Standard Overnight Next business afternoon. Saturday Delivery NOT available.

FedEx First Overnight Earliest next business morning delivery to select locations. Saturday Delivery NOT available.

FedEx 2Day Second business day. Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected. FedEx Envelope rate not available. Minimum charge: One-pound rate.

FedEx Express Saver Third business day. Saturday Delivery NOT available.

* To most locations.

4b Express Freight Service Packages over 150 lbs.

FedEx 1Day Freight* Next business day. Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.

FedEx 2Day Freight Second business day. Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.

FedEx 3Day Freight Third business day. Saturday Delivery NOT available.

* Call for Confirmation. ** To most locations.

5 Packaging

FedEx Envelope* FedEx Pak* FedEx Box FedEx Tube Other

* Includes FedEx Small Pak, FedEx Large Pak, and FedEx Sturdy Pak. * Declared value limit \$500.

6 Special Handling Include FedEx address in Section 3.

SATURDAY Delivery NOT Available for FedEx Standard Overnight, FedEx First Overnight, FedEx Express Saver, or FedEx 3Day Freight.

HOLD Weekday at FedEx Location NOT Available for FedEx First Overnight.

HOLD Saturday at FedEx Location Available ONLY for FedEx Priority Overnight and FedEx 2Day to select locations.

Does this shipment contain dangerous goods? Also form must be checked.

No Yes As per attached Shipper's Declaration. Yes Shipper's Declaration not required. Dry Ice Dry Ice, 9, UN 1845 x _____ kg

Cargo Aircraft Only

Dangerous goods (including dry ice) cannot be shipped in FedEx packaging.

7 Payment Bill to: Enter FedEx Acct. No. or Credit Card No. below.

Sender Acct. No. in Section 1 will be billed. Recipient Third Party Credit Card Cash/Check

FedEx Acct. No. Exp. Date

Total Packages _____ Total Weight _____ Total Declared Value† \$ _____ .00


† or liability is limited to \$100 unless you declare a higher value. See back for details. By using this Airbill you agree to the service conditions on the back of this Airbill and in the current FedEx Service Guide, including terms that limit our liability.

8 Residential Delivery Signature Options If you require a signature, check Direct or Indirect.

No Signature Required Package may be left without obtaining a signature for delivery.

Direct Signature Someone at recipient's address may sign for delivery. Fee applies.

Indirect Signature If no one is available at recipient's address, someone at a neighboring address may sign for delivery. Fee applies.

 **Schedule a pickup at fedex.com**
Simplify your shipping. Manage your account. Access all the tools you need.

520

RETAIN THIS COPY FOR YOUR RECORDS.

Track your package or shipment with FedEx Tracking

Page 1 of 1

FedEx[®] Tracking

864031267659

Ship (P/U) date :
Thur 11/13/2014 3:39 pm

Actual delivery :
Fri 11/14/2014 12:37 pm

DOW US

CA US

Delivered

Signed for by: L.LOPEZ

Request Proof of Delivery

**required fields*

To view a signature image and detailed proof of delivery information, enter the 9-digit shipper or payer FedEx account number associated to the shipment. Otherwise, you will receive a summary proof of delivery without an image.

Tracking No. or Nickname	Destination	Account no.	Signature image
864031267659	CA	<input type="text"/>	Yes

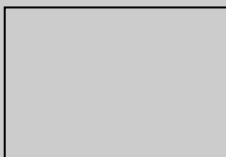
How would you like to request the Signature Proof of Delivery?

View/print letter E-mail letter Fax letter

By selecting this check box and the submit button, I agree to these [Terms and Conditions](#)

Cancel

Subn



LOS ANGELES COUNTY BOARD OF EDUCATION
12830 Columbia Way, Downey, CA 90242
Phone (562) 922-6128 Fax (562) 940-1727

No. 12:2014-15

The full agenda is accessible through the receptionist at the northeast entrance of the above address. Enclosures to the agenda are available for review in the Board of Education's office during business hours 8:30 a.m. – 5:00 p.m. Any material related to an item on this Board Agenda distributed to the Board of Education is available for public inspection at our Office of Communications, Room EC 103 – LACOE Administrative Offices. Procedures for addressing the Board are in the wall receptacle in the entry to the Board Room and posted on the LACOE Board of Education website. To request a disability-related accommodation under the ADA, please call Ms. Beatrice Robles at (562) 922-6128 at least 24 hours in advance.

Board Meeting
October 21, 2014

2:00 p.m. – LACOE Conference Center (ECW 606)

I. BOARD COMMITTEE MEETINGS

A. Board Curriculum, Instruction and Assessment Committee Meeting – 2:00 p.m.

II. PRELIMINARY ACTIVITIES – 3:00 p.m.

- A. Call to Order
 B. Pledge of Allegiance
 C. Ordering of the Agenda
 D. Approval of the Minutes
 1. October 7, 2014

Ms. Braude
 Dr. Turrentine
 Dr. Delgado
 Ms. Braude

III. COMMUNICATIONS: BOARD OF EDUCATION / SUPERINTENDENT / PUBLIC**IV. PRESENTATIONS (none)****V. HEARINGS**

- A. Public Hearing on Charter Revocation for Wisdom Academy for Young Scientists (WAYS), *Grades K-5*

Ms. Benitez

VI. REPORTS / STUDY TOPICS (none)**VII. CONSENT CALENDAR RECOMMENDATIONS**

- A. Acceptance of Project Funds No. 4

VIII. CLOSED SESSION

- A. Conference with Legal Counsel – Potential Litigation – One Case Pursuant to Government Code Section 54956.9(b)
 B. Personnel Matter Regarding Superintendent – Pursuant to Government Code Section 54957.6

Ms. Andrade

Ms. Andrade

Los Angeles County Board of Education
Agenda—October 21, 2014
-2-

IX. RECOMMENDATIONS

- Ms. Andrade A. Resolution Regarding Setting of Salary of Los Angeles County Superintendent of Schools
- Dr. Ybarra B. Approval of First Reading Board Policy BP 6162.5 (Student Assessment), BP 5131.62 (Tobacco), BB 9130 (County Board Committees), BP 0200 (Board Priorities for LACOE), BB 9000 (Role of the Board), BP 5148.4 (Parent Engagement in the Head Start and Early Head Start Program), BB 9020 (Board Role – Head Start/Early Head Start Programs) (Enclosure)
- Ms. Braude C. Appointment to California School Boards Association (CSBA) Delegate Assembly and California County Boards of Education (CCBE) Board of Directors

X. INFORMATIONAL ITEMS

- Dr. Delgado A. Governmental Relations
- Ms. Braude B. Board Committee / Liaison Reports
- Dr. Delgado C. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, Follow up
- Follow up (none)

XI. INTERDISTRICT AND EXPULSION APPEAL HEARINGS (none)

- Ms. Braude **XII. ADJOURNMENT**

**UNAPPROVED
NO. 10:2014-15**

**MINUTES
LOS ANGELES COUNTY BOARD OF EDUCATION
12830 Columbia Way
Downey, California 90242-2890
Tuesday, October 7, 2014**

A Board meeting of the Los Angeles County Board of Education was held on Tuesday, October 7, 2014, in the Los Angeles County Office of Education, LACOE Conference Center, (ECW 606), 12830 Columbia Way, Downey, CA 90242-2890.

PRESENT: Mr. Douglas Boyd, Dr. Ray Reisler, Mr. Thomas A. Saenz, Dr. Jose Zapata Calderon, and Mr. Alex Johnson

UNCOMPENSATED: Dr. Rebecca Turrentine and Ms. Katie Braude

OTHERS PRESENT: Superintendent Dr. Arturo Delgado; Administrative staff; Ms. Beatrice Robles, Senior Executive Assistant

PRELIMINARY ACTIVITIES

CALL TO ORDER

Mr. Saenz called the meeting to order at 3:02 p.m.

PLEDGE OF ALLEGIANCE

Dr. Calderon led the Pledge of Allegiance to the Flag.

ORDERING OF THE AGENDA

Dr. Delgado indicated that the changes to the Board agenda included interdistrict appeal No. 2 had been withdrawn.

It was **MOVED** by Mr. Boyd, **SECONDED** by Mr. Johnson, and **CARRIED** to approve the Board agenda as presented. There were 5 ayes.

APPROVAL OF MINUTES

- **September 9, 2014** – The minutes were approved as presented.
- **September 16, 2014** – The minutes were approved with noted changes and corrections.

COMMUNICATIONS: BOARD / SUPERINTENDENT

Dr. Reisler

- Dr. Reisler said he had follow-up questions to responses received in the Weekly Board Memo on serial meetings / Brown Act and County Committee on Organization.

Mr. Saenz indicated that these items were not agendized and could not be discussed at today's Board meeting.

Mr. Saenz suggested looking for an opportunity to have Board members ask questions and have a dialogue regarding any responses in the Weekly Board Memo sent to the County Board the Friday prior to a Board meeting. This would be for completed follow-ups and would not include any action items for the County Board.

Mr. Boyd asked that we add to the Board Follow-Up Status Report a request to invite LAUSD's Charter School Division to do a presentation for the County Board at a future date.

Dr. Delgado

Dr. Delgado indicated that a new principal has been hired for the Los Angeles County High School for the Arts, Ms. Mitzi Lizarraga. He said that Ms. Lizarraga brings more than 20 years of experience as an arts education leader at some of the nation's top public arts high schools and that her most recent assignment was principal of the San Diego School of Creative and Performing Arts. She was also principal and CEO of the Duke Ellington School of the Arts in Washington D.C. for five years and the director of the Greater Hartford Academy of the Arts in Connecticut for many years. He said that Ms. Lizarraga's first day will be November 3, 2014.

Dr. Delgado wanted to publicly thank Ms. Lisa Sherman-Colt for stepping in as Interim Principal and launching the successful opening of the 2014-15 school year.

Mr. Saenz congratulated and thanked Dr. Delgado and staff for expeditiously finding such a qualified candidate for the principal position.

Dr. Delgado indicated that he had a conversation with CSBA this week regarding the CSBA Appointed Delegate Assembly and said that according to CSBA, only one Board member may be appointed for the CSBA Delegate Assembly and CCBE Board of Directors. Therefore, the County Board will see this item back on the Board agenda next week as an action item.

COMMUNICATIONS: PUBLIC

Dr. Irene Murray addressed the County Board on a personnel matter. She said she was referred by Supervisor Antonovich's office to speak to the County Board.

Mr. Saenz asked that the Office follow up with Supervisor Antonovich's office to let his office know that the County Board of Education has no authority under law over employment/personnel matters at LACOE.

COMMUNICATIONS: ASSOCIATIONS (none)

COMMUNICATIONS: HEAD START POLICY COUNCIL

Mr. Hector Banuelos spoke about "Be a Hero Program," on October 1 and gave an overview of the activities and the male engagement. He said that there was a good turnout of male engagement participation and he will have more information on data for the County Board. He

shared three additional male engagement events with the County Board (PTA Male Engagement Conference: October 24-26, 2014, Atlanta, GA; Fathers and Family Coalition Program: February 17-20, 2015, an L.A. airport hotel; Recognition Dinner, second week in November 2014 at LACOE).

Mr. Saenz thanked Mr. Banuelos for his communication to the County Board.

PRESENTATIONS (none)

HEARINGS

PUBLIC HEARING (4:00 p.m.) ON THE SUFFICIENCY OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS IN EDUCATIONAL PROGRAMS FOR DIVISION OF STUDENT PROGRAMS: I-POLY, LACHSA, CAL-SAFE, AND THE DIVISION OF SPECIAL EDUCATION (10-MONTH SCHOOLS)

Mr. Saenz postponed this item until 4:00 p.m.

REPORTS / STUDY TOPICS

REPORT ON TEXTBOOKS AND INSTRUCTIONAL MATERIALS SUFFICIENCY FOR EDUCATIONAL PROGRAMS (10-MONTH SCHOOLS)

Dr. Cuauhtemoc Avila, Assistant Superintendent, Educational Programs, introduced Ms. Anna Whalen, R & D Analyst for Educational Programs, who presented a report on the textbooks and instructional materials sufficiency for educational programs.

Anna Whalen reported that 100% of LACOE classrooms and school sites in the Educational Programs have achieved textbooks sufficiency. She indicated that there is at least one core textbook in each subject in the classroom and that principals compiled surveys, which indicated that each classroom was textbook sufficiency compliant.

There were no questions from the County Board.

CONSENT CALENDAR RECOMMENDATIONS

ADOPTION OF BOARD RESOLUTION NO. 5: 2014-15, GANN LIMIT

The Superintendent recommended that the County Board approve the 2013-14 Appropriations Limitations Recalculation and 2014-15 Estimated Appropriations Limitation Calculation.

It was **MOVED** by Dr. Calderon, **SECONDED** by Dr. Reisler, and **CARRIED** to approve the Consent Calendar Recommendation, Adopting of Board Resolution No. 5: 2014-15, Gann Limit – approve the 2013-14 Appropriations Limitations Recalculation and 2014-15 Estimated Appropriations Limitation Calculation. There were 5 ayes.

RECOMMENDATIONS

APPROVAL OF THE FY 2014-15 BUDGET TO ACTUALS REPORT WITH BUDGET REVISIONS AS OF SEPTEMBER 18, 2014

The Superintendent recommended that the County Board approve budget revisions to the Fiscal Year 2014-15 budget. The current budget recognizes changes, transfers, and increases to the adopted budget.

It was **MOVED** by Mr. Boyd, **SECONDED** by Dr. Calderon, and **CARRIED** to approve the FY 2014-15 budget to actuals report with budget revisions as of September 18, 2014. There were 5 ayes.

ADOPTION OF BOARD RESOLUTION NO. 6: 2014-15, SUFFICIENCY OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS IN EDUCATIONAL PROGRAMS FOR DIVISION OF STUDENT PROGRAMS I-POLY, LACHSA, CAL-SAFE AND ALL DIVISION OF SPECIAL EDUCATION (10-MONTH SCHOOLS)

Mr. Saenz postponed this item until after the 4:00 p.m. Public Hearing.

ADOPTION OF BOARD RESOLUTION NO. 7: TO RECOGNIZE THE MONTH OF NOVEMBER 2014, AS NATIONAL HOMELESS YOUTH AWARENESS MONTH

The Superintendent recommended that the County Board adopt Resolution No. 7 and further recommended that the County Board recognize the month of November 2014, as National Homeless Youth Awareness Month in order to empower homeless students and families through educational advocacy and support, and promote awareness and greater support for homeless students in schools and the community.

It was **MOVED** by Mr. Johnson, **SECONDED** by Dr. Calderon, and **CARRIED** to adopt Resolution No. 7: to Recognize the month of November 2014, as National Homeless Youth Awareness Month. There were 5 ayes.

APPROVAL OF THE REDEVELOPMENT OVERSIGHT COMMITTEE APPOINTMENT – HAWTHORNE

The Superintendent recommended that the County Board appoint Mr. John Vinke to the Hawthorne Redevelopment Oversight Committee.

It was **MOVED** by Mr. Boyd, **SECONDED** by Dr. Calderon, and **CARRIED** to approve the appointment of Mr. John Vinke to the Hawthorne Redevelopment Oversight Committee. There were 5 ayes.

APPROVAL OF THE REDEVELOPMENT OVERSIGHT COMMITTEE APPOINTMENT – INGLEWOOD

The Superintendent recommended that the County Board appoint Dr. Joe Dominguez to the Inglewood Redevelopment Oversight Committee.

It was **MOVED** by Mr. Johnson, **SECONDED** by Mr. Boyd, and **CARRIED** to approve the appointment of Dr. Joe Dominguez to the Inglewood Redevelopment Oversight Committee. There were 5 ayes.

INFORMATIONAL ITEMS

GOVERNMENTAL RELATIONS

Dr. Delgado spoke about Proposition 47, The Safe Neighborhoods and Schools Act of 2014 and the impact on education. He said that Proposition 47 would redirect funds from prison spending to schools. Dr. Delgado mentioned that about 25% of those savings would be shifted into K-12 programs. He said that there is a lot of controversy around the proposition.

Dr. Delgado said he would be sharing through his weekly communication with the County Board, bills that the Board may want to review and bring to a Board meeting as a recommendation for Approval of a Position Recommendation Report.

Dr. Calderon indicated that this would be a good bill to support. He said that there would be a release of a number of individuals with lesser crimes and who will return to their communities. He said that there needs to be thinking around how training and jobs are created for these individuals so that they can be successful. He said without these types of programs being created, he is concerned that these individuals may go back to prison.

BOARD COMMITTEE/LIAISON REPORTS

Mr. Boyd indicated that the Board Finance Committee meeting was held today.

Dr. Calderon commended Dr. Delgado and staff for the approval of the 80 LCAPS and that there should be an article written on the work and the process that was done.

Dr. Delgado indicated that the success of the LCAP Approvals came about essentially because of the communication between LACOE Offices, including Finance, Student Services, Student Programs, and others, with the 80 school districts and being able to answer questions, resolve issues that arose and doing a lot of follow-up. He said that he is very proud of the staff's work and accomplishments.

On behalf of Dr. Turrentine, Dr. Delgado gave a report to the County Board on the Los Angeles County Education Foundation (LACEF).

He said that the Board had a discussion on the selling or giving back to the Conservancy, the property of Blue Sky Meadows. That property was donated to LACEF. However, over the years, LACEF's ability to maintain the property has been costly to the point that LACEF was losing funding and could not keep up with the maintenance of the property. Therefore, as of the last meeting, the Board approved to give back the property to the Conservancy and all of the responsibilities and liabilities as of the day this item was approved by the LACEF Board. LACEF will continue to be responsible for any cost incurred prior to the approval date.

**LOS ANGELES COUNTY BOARD OF EDUCATION MEETING SCHEDULE,
ESTABLISHMENT OF MEETING TIMES, FUTURE AGENDA ITEMS, FOLLOW-UP**
Dr. Delgado reported on the Board calendar for the October 14, 2014, Board meeting.

Mr. Saenz indicated that he would not be attending the October 14, 2014 Board meeting.

Dr. Calderon asked that the County Board review discussions held during the September 9, 2014, Board Retreat and look at items that need to be included in the Board Follow-Ups.

Dr. Reisler asked that staff review the audio recordings to see if there are any Board Follow-Ups that are missing from the Board Follow-Up Status Report.

(The County Board recessed for ten minutes, 3:42-3:52 p.m.)

INTERDISTRICT AND EXPULSION APPEAL HEARINGS

Jacquelyn S. v. Inglewood Unified School District

The proceedings were conducted in open session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education; Dr. Victor Thompson, Director, Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present, but represented by her father, Mr. Vicente Serrano. Mr. Stephen McCray, Executive Director, School and Community Relations, represented Inglewood Unified School District. Mr. Alex Quintana provided services as the Spanish interpreter.

Fact-finding was conducted by a designated hearing consultant. A copy of the record, a summary of findings and conclusions, and a recommendation by the hearing consultant were provided to all parties. The representatives addressed the Board and responded to questions from the Board.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll-call vote was taken. Voting no were Mr. Boyd, Dr. Reisler, Dr. Calderon, and Mr. Johnson. Voting yes was Mr. Saenz. The appeal was denied.

Mr. Saenz held the public hearing at 4:05 p.m.

PUBLIC HEARING (4:00 p.m.) ON THE SUFFICIENCY OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS IN EDUCATIONAL PROGRAMS FOR DIVISION OF STUDENT PROGRAMS: I-POLY, LACHSA, CAL-SAFE, AND THE DIVISION OF SPECIAL EDUCATION (10-MONTH SCHOOLS)

The Superintendent recommended that a Public Hearing on the 2014-15 Sufficiency of Textbooks and Instructional Materials in educational programs for division of student programs: I-Poly, LACHSA, Cal-SAFE, and the Division of Special Education (10-month schools) be held on October 7, 2014 at 4:00 p.m.

There were no public speakers to address the County Board on this issue. The Public Hearing was closed at 4:07 p.m.

The County Board returned to the Interdistrict Attendance Appeal Hearings.

~~**Asante M. v. Los Angeles Unified School District – Parent withdrew**~~

~~**Nea M. v. Los Angeles Unified School District – Postponed**~~

ADJOURNMENT

Mr. Saenz adjourned the meeting at 4:07 p.m.

It was **MOVED** by Mr. Boyd, **SECONDED** by Dr. Calderon, and **CARRIED** to adjourn the meeting. There were 5 ayes.

Board Meeting – October 21, 2014

Item V. Hearings

A. Public Hearing on Charter Revocation for Wisdom Academy for Young Scientists (WAYS), *Grades K-5*

Education Code section 47607(e) provides that no later than 30 days after providing a notice of intent to revoke a school's charter, the chartering authority shall hold a public hearing in the normal course of business on whether evidence exists to revoke the charter.

The Notice of Intent to Revoke was approved by the County Board on September 23, 2014 and provided to the charter school in the manner prescribed by law on September 24, 2014.

Not later than 30 days after the public hearing, the County Board shall issue a final decision to revoke or decline to revoke the charter, unless a 30-day extension is agreed to by the charter school and the County Board.

Board Meeting – October 21, 2014

Item VII. Consent Calendar Recommendations

A. Acceptance of Project Funds No. 4

The Superintendent recommends that the County Board accept the funds for the following project. The Restricted Funding Summary is attached.

<u>Project</u>	<u>Amount Awarded</u>	<u>Funding Period</u>
Partnerships to Improve Community Health	\$ 3,600,000	09/30/2014-09/29/2015

RECEIVED

JUN 03 REC'D



Los Angeles County
Office of Education

RESTRICTED FUNDING SUMMARY

Leading Educators • Supporting Students • Serving Communities

OFFICE OF THE ASSISTANT SUPERINTENDENT

Instructions: All prospective grants and income contracts are subject to Cabinet review and approval. No grant or income contract is being considered, complete and scan and e-mail to Gerardo_Roberta@lacoed.edu or deliver this form to Grants Development EC-106, or fax to 562-940-1662. Please call 562-922-6112 for further guidance or information.

CHECK AS APPROPRIATE			
<input checked="" type="checkbox"/> Grant	<input type="checkbox"/> Income Contract	<input type="checkbox"/> Other	<input checked="" type="checkbox"/> New <input type="checkbox"/> Renewal
DIVISION/UNIT CIS/SHaPE Programs	PROPOSER Joanie Verderber, Ph.D.	TELEPHONE NUMBER 562-922-6681	
PROJECT TITLE (PER FUNDER) Partners Improving Community Health Partnerships to Improve Community Health			
FUNDING SOURCE Centers for Disease Control and Prevention <input type="checkbox"/> State <input checked="" type="checkbox"/> Federal <input type="checkbox"/> Private <input type="checkbox"/> Other			
ANTICIPATED OR ESTIMATED AMOUNT OF GRANT OR CONTRACT \$3,600,000	DUE DATE 07/22/14	FUNDING PERIOD From 09/30/14 To 09/29/15	
REQUIRED: Maximum indirect cost and/or Administrative Cost (%) Allowed by Funding Agency			
INDIRECT AND/OR ADMINISTRATIVE COST ALLOWED BY THE FUNDER (%) 7.75 %		ATTACH DOCUMENTATION OF INDIRECT AND/OR ADMINISTRATIVE COST TO THIS FORM (E.G. THE PAGE FROM THE GUIDELINES OR CONTRACT) OR INCLUDE A WEB LINK TO THE REFERENCE HERE The approved CDE indirect rate is allowable by the CDC.	

Project Summary

SHaPE Programs will assist small school districts (LAUSD and Long Beach USD are excluded) in developing a Community Action Plan (CAP) to address student health needs related to exposure to smoke, nutrition, physical activity/physical education, and health care. Districts, that have participated or are participating in a SHaPE project, and are located in a census track with 30% or more of the population below the federal poverty line in cities that have 25% or more adults without high school diplomas will be the focus of interventions. Services will be offered to LACOE Educational Programs. All participation will be voluntary.

Consistency with LACOE Strategic Opportunities [please check appropriate box(es)]

- Customer Service to Internal and External Clients
- Fiscal Accountability and Human Resource Management
- School Readiness, 0-5
- Services to Districts and Schools to Increase Student Achievement
- Educational Services for LACOE Students

Potential Benefits

Research data are clear; healthy students learn better and have better school attendance. Increased health will support student achievement, including common core mastery. This project addresses the needs of students and their families, provides services for small districts, and will provide support for LACOE educational programs to meet the federal Wellness Policy requirements.

Collaborators (include collaborators/partners as needed)

Los Angeles County Department of Public Health
Small school districts in LA County, with census tracks 30% below Federal poverty level and 26% or more of adults without a high school diploma, that have participated or are participating in grants with SHaPE Programs, and their community partners (Will not include LAUSD and Long Beach USD.)
LA County Probation Department
Internal partners: Juvenile Court Schools, Special Education, Alternative Education, Student Support Services (Health Services and Parent and Community), and units providing services to ages 0-5.

Other Comments/Considerations

Health happens both in schools and communities. This grant will enable LA County partners to come together using the school as the hub of the community to increase health and healthy options for all community members. The Los Angeles County Department of Public Health recognizes LACOE's unique capacity to provide leadership, technical assistance, and services to school districts. The Los Angeles County Board of Supervisors have previously supported and encouraged health-related programs. This funding supports past and current grants funded through Public Health: RENEW, TRUST, CTG, NEOP.

SIGNATURE OF PROPOSER <i>Joanie Verderber</i>	SIGNATURE OF PROPOSER'S SUPERVISOR (IF APPLICABLE)	DATE 06/03/14
SIGNATURE OF DIVISION DIRECTOR <i>[Signature]</i>		DATE 06/03/14
Grants Development and GPM Use Only		
SIGNATURE OF ASSISTANT SUPERINTENDENT <i>[Signature]</i>	SIGNATURE OF SUPERINTENDENT <i>[Signature]</i>	DATE SIGNED 6-5-14
AMOUNT AWARDED	NOTIFICATION OF FUNDING DATE	BOARD ACCEPTANCE OF FUNDS DATE
<input type="checkbox"/> Project Funding Route Sheet	<input type="checkbox"/> Consent Calendar Recommendation	
<input type="checkbox"/> Part B	<input type="checkbox"/> Part S	Account # Assigned

LOS ANGELES COUNTY OFFICE OF EDUCATION
ACCOUNTING AND BUDGET DEVELOPMENT
Grants Project Management

Proposed Project Summary and Staffing Plan

NAME OF PROJECT Partnerships to Improve Community Health
FUNDING PERIOD September 30, 2014 to September 29, 2017 (1st of 3 years)

PROPOSED BUDGET	PROJECTED REIMBURSABLE	LACOE IN-KIND	LACOE MATCHING	OTHER (i.e. local income)	TOTAL (ROUND)
1000 Certificated Salaries	\$ 462,890	\$ -	\$ 72,257	\$ -	\$ 535,147
2000 Classified Salaries	204,291		10,506		214,797
3000 Employee Benefits	237,435		21,679		259,114
4000 Books and Supplies	383,009				383,009
5000 Other Oper. Exp.	1,908,510		435,558		2,344,068
5700 Cost	186,858				186,858
6000 Equipment					
Documented					
7000 Support Costs	27,789				27,789
SUB-TOTAL (Round Off)	\$ 3,410,782	\$ -	\$ 540,000	\$ -	\$ 3,950,782
Indirect Support **	189,218				189,218
Allocated Support					
7000 Costs					
TOTAL (Round)	\$ 3,600,000	\$ -	\$ 540,000	\$ -	\$ 4,140,000 v

*Matching funds are identified as the cash outlay for program costs that will not be reimbursed by the funding agency.

** Details of Indirect Support:

INDIRECT SUPPORT	PERCENT	AMOUNT (Subtotal)
Office Standard (Federal Restricted Rate)		
Indirect Requested (Excludes Pass Through)	7.75%	
Maximum Indirect Allowed by Funding Agency	7.75%	

Note: 10% of Grant to Communication (Advertising, Publication, etc.)
10% of Grant to Evaluation (LACDPH contract)
50% of Grant to fund local community entities
Matching 15% of Grant for Year 1, 20% of Grant for Year 2,
Matching 25% of Grant for Year 3

**Total Allocated Support and Indirect must not exceed Federal Restricted Indirect Rate.

Board Meeting – October 21, 2014

Item IX. Recommendations

A. Resolution Regarding Setting of Salary of Los Angeles County Superintendent of Schools

Pursuant to the authority of the Board of Education, under Article IX, Section 3.1(b) of the California Constitution, the Board President recommends that the Superintendent of Schools, Dr. Arturo Delgado's salary and benefits be clarified as set forth in Amendment No. 2 of Resolution No. 28. The Amendment clarifies the Superintendent's base salary.

Board Meeting — October 21, 2014

Item IX. Recommendations

- B. Approval of First Reading Board Policy BP 6162.5 (Student Assessment), BP 5131.62 (Tobacco), BB 9130 (County Board Committees), BP 0200 (Board Priorities for LACOE), BB 9000 (Role of the Board), BP 5148.4 (Parent Engagement in the Head Start and Early Head Start Program), BB 9020 (Board Role – Head Start/Early Head Start Programs) (Enclosure)

The above policies are being revised to update and align LACOE with the CSBA numbering system. LACOE will benefit from CSBA's periodic updates based on changes to the law including Education Code and other applicable statutes, regulations, and court decisions.

Instruction

BP 6162.5(a)

STUDENT ASSESSMENT

LACOE will employ assessment methods designed to meet the needs of all members of the learning community in accordance with applicable laws, regulations, standards, frameworks, research-based best practices, and related documents.

Student enrolled in Los Angeles County Office of Education (LACOE) educational programs shall take all assessments required by the State Board of Education and Education Code. Teachers in LACOE education programs shall administer tests that measure educational progress. All other assessments shall be administered by trained staff in accordance with professional standards.

Legal Reference: 20 USC 1410 et seq.; 34 CFR 300 et seq.; EC 33050 et seq., 35160, 56320 et seq., 60600, 60663; 5 CCR 800 et seq., 1021-1046. SBIX.

Administration of Assessments

A. LACOE shall not administer any questionnaires, surveys, tests or other similar methods designed to reveal personal data without prior parent/guardian approval.

B. Performance Assessments**1. General Requirements**

- a. LACOE staff shall administer all required state performance assessments.
- b. LACOE staff shall schedule make-up sessions for students who were not present.

2. Performance Assessment of Individuals with Exceptional Needs

- a. During the pre-enrollment Request for Services meeting attended by parents/guardians and staff, the individual's priority objectives for instruction shall be identified as part of the Individualized Education Program, according to procedures established by the Division of Special Education and required by applicable state and federal laws and regulations.
- b. The Individualized Education Program (IEP) shall be reviewed annually and may be reviewed and modified at any time at the request of the parent/guardian or staff member.
- c. Progress reports shall be made to parents/guardians on appropriate LACOE-approved forms and shall become a part of the individual's mandatory interim record.

BP 6162.5(b)

STUDENT ASSESSMENT (continued)

C. LACOE reserves the right to request a waiver of code provisions regarding assessment and testing, as permitted by law.

Legal Reference: EC 33050 et seq., 35160, 51513, 56320 et seq., 60600 et seq.

If a student is failing a course, the teacher shall arrange a conference with or shall make a written report to the parent/guardian before the 40th school day of the semester. Excessive absences may lead to a failing grade.

D. LACOE reserves the right to withhold the grades, transcripts, and /or diploma of a student who has damaged LACOE or LACOE staff property or who has caused injury to LACOE staff.

Legal Reference: EC 35160, 48904-48905, 49066, 49067.

The County Board recognizes that student assessments are an important instructional and accountability tool. Assessment data shall be used to help determine individual students' progress, mastery of academic standards, appropriate placement in LACOE programs, and/or eligibility for graduation. In addition, summary data on student assessment results shall be used by LACOE to identify and review student achievement goals in LACOE's local control and accountability plan, evaluate LACOE educational programs in order to identify needed improvements.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 0500 - Accountability)
(cf. 2140 - Evaluation of the Superintendent)
(cf. 4115 - Evaluation/Supervision)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6011 - Academic Standards)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6162.52 - High School Exit Examination)
(cf. 6190 - Evaluation of the Instructional Program)

To obtain the most accurate evaluation of student performance, LACOE shall use a variety of measures, including LACOE, state, and/or national assessments. As appropriate, assessment results shall be disaggregated by student subgroup, classroom, grade level, or school site to allow for critical analysis of student needs.

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

BP 6162.5(c)

STUDENT ASSESSMENT (continued)

In selecting or developing any LACOE assessment, the County Superintendent or designee shall examine evidence of its reliability, its validity for the intended purpose and for various student populations, and the extent to which it aligns with the material that is being taught.

The County Superintendent or designee shall ensure that assessments are administered in accordance with law and the test publisher's directions and that test administration procedures are fair and equitable for all students.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 6162.54 - Test Integrity/Test Preparation)

The County Superintendent or designee shall provide professional development to assist administrators, teachers and paraprofessionals in interpreting and using assessment data to improve student performance and the instructional program.

(cf. 4131 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 4222 - Teacher Aides/Paraprofessionals)

When results of student assessments are published by the state, the County Superintendent or designee may provide supplementary information to assist parents/guardians and the local community in interpreting test results and evaluating school performance.

(cf. 0510 - School Accountability Report Card)

Individual Record of Accomplishment

The County Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the following: (Education Code 60607)

1. The results of the state achievement tests administered pursuant to Education Code 60640-60649 or any predecessor assessments
2. The results of any end-of-course examinations taken
3. The results of any vocational education certification examinations taken

(cf. 6178 - Career Technical Education)

BP 6162.5(d)

STUDENT ASSESSMENT (continued)

No individual record of accomplishment shall be released to any person, other than the student's parent/guardian or a teacher, counselor, or administrator directly involved with the student, without the written consent of the student's parent/guardian, or the student if he/she is an adult or emancipated minor. The student or his/her parent/guardian may authorize the release of the record of accomplishment to a postsecondary educational institution for the purposes of credit, placement, or admission. (Education Code 60607)

(*cf.* 5125 - Student Records)

*Legal Reference:**EDUCATION CODE*

313 *Assessment of English language development*

10600-10610 *California Education Information System*

44660-44665 *Evaluation and assessment of performance of certificated employees (Stull Act)*

51041 *Evaluation of educational program*

51450-51455 *Golden State Seal Merit Diploma*

60600-60649 *Assessment of academic achievement, especially:*

60640-60649 *Standardized Testing and Reporting Program*

60800 *Physical fitness testing*

60810-60812 *Assessment of English language development*

60850-60859 *High school exit examination*

60900 *California Longitudinal Pupil Achievement Data System*

CODE OF REGULATIONS, TITLE 5

850-870 *Standardized Testing and Reporting program*

1200-1225 *High School Exit Examination*

UNITED STATES CODE, TITLE 20

9622 *National Assessment of Educational Progress*

*Management Resources:**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*

Key Elements of Testing, 2004

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Teachers' Use of Student Data Systems to Improve Instruction, 2007

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Testing and Accountability: <http://www.cde.ca.gov/ta>

Educational Testing Service: <http://www.ets.org>

U.S. Department of Education: <http://www.ed.gov>

Students

BP 5131.62(a)

TOBACCO

The County Board recognizes the serious health risks presented by tobacco use and desires to ensure that, through adoption of consistent policies, LACOE students are made aware of those risks and, to the extent possible, protected from them. The County Superintendent or designee shall establish a coordinated school health system which includes a comprehensive behavioral health education component that teaches students the knowledge, skills, and attitudes they need in order to lead healthy lives and avoid high-risk behaviors, such as tobacco use.

(cf. 5141.23 - Asthma Management)

The County Superintendent or designee shall provide prevention, intervention, and cessation education, information, activities, and/or referrals to LACOE students and shall ensure consistent enforcement of LACOE policies prohibiting student possession and use of tobacco products.

Prohibition Against Tobacco Use

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of LACOE employees. Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. (Education Code 48900, 48901)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Students' possession or use of electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products is also prohibited.

These prohibitions do not apply to a student's possession or use of his/her own prescription products. However, student possession or use of prescription products in school shall be subject to the LACOE's policy and regulation for addressing the administration of medications on campus. (Education Code 48900)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

BP 5131.62(b)

TOBACCO (continued)

Prevention Instruction

LACOE shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-12 pursuant to Education Code 51202. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which LACOE participates.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

Intervention/Cessation Services

LACOE may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. Such intervention services shall be provided as an alternative to suspension for tobacco possession.

(cf. 1020 - Youth Services)

(cf. 5141.6 - School Health Services)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.2 - Guidance/Counseling Services)

Program Planning

LACOE's tobacco-use prevention and intervention program shall be based on an assessment of tobacco-use problems in LACOE schools and the community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of LACOE services.

(cf. 1220 - Citizen Advisory Councils)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

The County Superintendent or designee also shall coordinate LACOE's tobacco-use prevention and intervention program with other LACOE efforts to reduce students' use of illegal substances and to promote student wellness.

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.63 - Steroids)

The County Superintendent or designee shall select tobacco-use prevention programs based on the model program designs identified by the California Department of Education (CDE) and may adapt the model to meet LACOE needs. (Health and Safety Code 104420)

BP 5131.62(c)

TOBACCO (continued)

The County Superintendent or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity which is known to have received funding from the tobacco industry.

(cf. 1325 - Advertising and Promotion)

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Program Evaluation

To evaluate the effectiveness of LACOE's program and ensure accountability, the County Superintendent or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the County Board, and to the CDE if required, the data specified in Health and Safety Code 104450.

(cf. 0500 - Accountability)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 6162.8 - Research)

The results of program evaluations shall be used to refine program goals and objectives and make changes as needed to strengthen program implementation.

Legal Reference (see next page)

BP 5131.62(d)

TOBACCO (continued)

Legal Reference:

EDUCATION CODE

48900 Suspension or expulsion (grounds)

48900.5 Suspension, limitation on imposition; exception

48901 Smoking or use of tobacco prohibited

51202 Instruction in personal and public health and safety

60041 Instructional materials, portrayal of effects of tobacco use

HEALTH AND SAFETY CODE

104350-104495 Tobacco-use prevention education

119405 Unlawful to sell or furnish electronic cigarettes to minors

PENAL CODE

308 Minimum age for tobacco possession

CODE OF REGULATIONS, TITLE 17

6800 Definition, health assessment

6844-6847 Child Health and Disability Prevention program; health assessments

UNITED STATES CODE, TITLE 20

7111-7117 Safe and Drug-Free Schools and Communities Act

CODE OF FEDERAL REGULATIONS, TITLE 21

1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

ATTORNEY GENERAL OPINIONS

88 Ops.Cal.Atty.Gen. 8 (2005)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

TUPE Acceptance of Funds Guidance

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003

Getting Results: Part II California Action Guide to Tobacco Use Prevention Education, 2000

WEST ED PUBLICATIONS

Guidebook for the California Healthy Kids Survey

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Tobacco-Use Prevention Education:

<http://www.cde.ca.gov/ls/he/at/tupe.asp>

California Department of Public Health, Tobacco Control: <http://www.cdph.ca.gov/programs/tobacco>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Healthy Kids Survey: <http://www.wested.org/hks>

Centers for Disease Control and Prevention, Smoking and Tobacco Use: <http://www.cdc.gov/tobacco>

U.S. Surgeon General: <http://www.surgeongeneral.gov>

Policy
adopted:

LOS ANGELES COUNTY OFFICE OF EDUCATION
Downey, California

Board Bylaws

BB 9130(a)

COUNTY BOARD COMMITTEES

By a majority vote of its members, the County Board may establish committees to consider, investigate, or develop recommendations on matters related to LACOE policy. All committees shall follow the Brown Act. (Government Code 54954).

(cf. 9130.1 – Standing Committees)

Establishment of a County Board committee shall be considered appropriate when a policy matter before the County Board requires study.

When a committee is created, the President of the County Board shall appoint the committee members and chairperson and shall, in compliance with the Brown Act, serve as an ex-officio member of the committee.

Committee membership may include County Board members, office staff, and other persons deemed appropriate by the County Board President. Non-Board members appointed to the committee shall be confirmed by a majority vote of the County Board.

(cf. 1220 - Citizen Advisory Committees)

The duties, responsibilities, anticipated term of committee activity, and the powers of the committee shall be defined by the County Board at the time of establishment of the committee. The committee shall be considered dissolved when its final report has been made, unless the County Board, by majority vote, terminates the committee's activities prior to that time.

Communication of the committee or its members with office staff shall be through the County Superintendent or designee. Communications of the committee or its members to the County Board as a whole shall be made through the committee chairperson or designee.

Open Meeting Laws

County Board committees shall provide public notice of their meetings and conduct these meetings in accordance with state open meeting laws.

Meetings of advisory committees or standing committees for which an agenda is posted at least 72 hours in advance of the meeting pursuant to Government Code 54954.2, shall be considered, for purposes of the Brown Act, as regular meetings of the County Board. (Government Code 54954)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

BB 9130(b)

COUNTY BOARD COMMITTEES (continued)

County Board advisory committees, including ad hoc committees composed solely of less than a quorum of the members of the County Board are not subject to open meeting laws unless they are standing committees that have a continuing subject matter jurisdiction or a meeting schedule established by the County Board. (Government Code 54952)

Standing committees with a continuing subject matter jurisdiction include but are not limited to those responsible for providing advice on budgets, audits, policy and curriculum and instruction at the County Board's request.

When a majority of the members of the County Board attend an open and noticed meeting of a standing committee, the County Board members who are not members of the standing committee shall attend only as observers. (Government Code 54952.2)

The County Superintendent or designee may serve as an advisor to any committee at the discretion of the County Board.

When a County Board committee composed exclusively of County Board members has provided for public comment on an item at a public meeting before or during the committee's consideration of the item, the County Board is not obliged to provide for public comment on the item at a subsequent County Board meeting. Public comment shall be afforded, however, if the County Board determines that the item has been substantially changed since it was heard by the committee. (Government Code 54954.3)

*Legal Reference:*EDUCATION CODE*35010 Control of district; prescription and enforcement of rules**35024 Executive committee**35160 Authority of governing boards**35160.1 Broad authority of school districts*GOVERNMENT CODE*54952 Legislative body, definition**54952.2 Definition of meeting**54954 Time and place of regular meetings; special meetings; emergencies**54954.3 Opportunity for public to address legislative body*ATTORNEY GENERAL OPINIONS*81 Ops.Cal.Atty.Gen. 156 (1998)**80 Ops.Cal.Atty.Gen. 308 (1997)**79 Ops.Cal.Atty.Gen. 69 (1996)*

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0200(a)

BOARD PRIORITIES FOR THE LOS ANGELES COUNTY OFFICE OF EDUCATION

The Los Angeles County Board of Education (County Board) shall be the legal entity charged with the responsibility of establishing the priorities, approving the budget, and evaluating the instructional programs of the Los Angeles County Superintendent of Schools.

It is the intent of the County Board to discharge the duties and meet the responsibilities delegated to it by the Constitution of the State of California, the California Education Code, and the rules and regulations of the State Board of Education.

The County Board shall adopt long-term priorities focused on continuous improvement in student achievement, fiscal solvency, and accountability LACOE-wide.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 9000 - Role of the Board)

Board Priority #1:

LACOE will ensure that all students in Los Angeles County have access to high quality education through its own programs and collaboration with school districts, other agencies, and County Probation.

Board Priority #2:

LACOE will maintain fiscal solvency, target its financial resources toward efficient and effective attainment of organizational goals, and assist Los Angeles County school districts in remaining fiscally solvent.

Board Priority #3:

LACOE will commit continuous attention and evaluation of educational programs that include an annual report measuring outcomes in order to determine recommended revisions that improve the quality of instruction and alignment to all state standards.

Board Priority #4:

LACOE plays a leadership role in identifying and modeling appropriate educational methods and instructional technologies that provide the students in the county with multiple paths to career development in order to succeed in the future.

BP 0200(b)

BOARD PRIORITIES FOR THE LOS ANGELES COUNTY OFFICE OF EDUCATION (continued)**Monitoring and Evaluation**

The County Board shall regularly monitor the progress of LACOE's efforts in achieving its priorities. To that end, the County Superintendent or designee will provide the County Board with the necessary data and analysis to help the County Board evaluate the effectiveness of the LACOE's efforts.

(cf. 0500 - Accountability)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 9322 - Agenda/Meeting Materials)

*Legal Reference:*EDUCATION CODE

33127-33129 Standards and criteria for fiscal accountability
33400-33407 CDE evaluation of district programs
44660-44665 Evaluation of certificated employees
51002 Local development of programs based on stated philosophy and goals
51020 Definition of goal
51021 Definition of objective
51041 Evaluation of the educational program
52050-52059 Public Schools Accountability Act
64000-64001 Consolidated application process
CODE OF REGULATIONS, TITLE 5
15440-15463 Standards and criteria for fiscal accountability
UNITED STATES CODE, TITLE 20
6311 Accountability, adequate yearly progress
6312 Local educational agency plan

*Management Resources:*CSBA PUBLICATIONS

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2006
Maximizing School Board Governance: Vision, 1996

WEB SITES

CSBA: <http://www.csba.org>
CSBA, Agenda Online:
<http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx>
California Department of Education: <http://www.cde.ca.gov>

Board Bylaws

BB 9000(a)

ROLE OF THE BOARD

The Los Angeles County Board of Education (County Board) is appointed by the Los Angeles County Board of Supervisors to provide leadership and oversight of the Los Angeles County Office of Education (LACOE). The Transfer of Educational Functions to the Board of Education (Resolution, Board Order No. 7, May 18, 1971) identifies the functions transferred by the Board of Supervisors to the County Board of Education.

(cf. Transfer of Educational Functions to the Board of Education (Resolution, Board Order No. 7, May 18, 1971))

It is the intent of the County Board to discharge the duties and meet the responsibilities delegated to it by the Constitution of the State of California, the California Education Code, and the rules and regulations of the State Board of Education.

1. The County Board shall work with the Los Angeles County Superintendent of Schools (County Superintendent) to fulfill the Office's mission of promoting excellence in education by providing comprehensive educational services to county school districts and communities by:

(cf. 0000 - Vision)
(cf. 0100 - Philosophy)

- a. Reviewing the County Superintendent's progress report

(cf. 2110 - Superintendent Responsibilities and Duties)
(cf. 2120 - Superintendent Recruitment and Selection)
(cf. 2121 - Superintendent's Contract)
(cf. 4000 - Concepts and Roles)

- b. Overseeing the development and adoption of policies governing the administration of the Office of the County Superintendent

(cf. 9310 - Board Policies)

- c. Establishing academic expectations and adopting the curriculum and instructional materials for LACOE Educational Programs

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

- d. Approving the annual budget of the County Superintendent

(cf. 3000 - Concepts and Roles)
(cf. 3100 - Budget)
(cf. 3312 - Contracts)

BB 9000(b)

ROLE OF THE BOARD (continued)

- e. Providing safe, adequate facilities that support LACOE's instructional program

(cf. 3517 - Facilities Inspection)
(cf. 7110 - Facilities Master Plan)
(cf. 7150 - Site Selection and Development)
(cf. 7210 - Facilities Financing)

2. Providing support to the County Superintendent and staff as they carry out the County Board's direction by:

- a. Establishing and adhering to standards of responsible governance

(cf. 9005 - Governance Standards)
(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9200 - Limits of Board Member Authority)
(cf. 9270 - Conflict of Interest)

- b. Making decisions and providing resources that support County Board priorities and goals
- c. Upholding County Board policies
- d. Being knowledgeable about LACOE and its programs and efforts in order to serve as effective spokespersons

(cf. 9240 - Board Development)
(cf. 9400 - Board Self-Evaluation)

3. Ensuring accountability to the public for the performance of LACOE schools and programs by:

(cf. 2140- Evaluation of the Superintendent)
(cf. 4115 - Evaluation/Supervision)
(cf. 4215 - Evaluation/Supervision)
(cf. 4315 - Evaluation/Supervision)

- a. Monitoring and evaluating the effectiveness of policies

BB 9000(c)

ROLE OF THE BOARD (continued)

- c. Monitoring student achievement and program effectiveness in LACOE Educational Programs and requiring program changes as necessary as well as committing to the continuous attention and evaluation of educational programs that include an examination of measurable outcomes in order to determine recommended revisions that improve the quality of instruction and align and conform to all state standards.

(cf. 0500 - Accountability)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

- d. Monitoring and reviewing LACOE finances

(cf. 3460 - Financial Reports and Accountability)

4. Providing community leadership and advocacy on behalf of students, LACOE Educational Programs, and public education in order to build support within the local community and at the state and national levels

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1160 - Political Processes)

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations between Private Industry and the Schools)

(cf. 9010 - Public Statements)

(cf. 9200 - Limits of Authority)

Legal Reference: (see next page)

BB 9000(d)

ROLE OF THE BOARD (continued)

Legal Reference:

EDUCATION CODE

1040-1047 Duties and responsibilities of county boards
1080-1082 Transfer county board of supervisors
5304 Duties of governing board (re school district elections)
12400-12405 Authority to participate in federal programs
17565-17592 Board duties re property maintenance and control
33319.5 Implementation of authority of local agencies
35000 District name
35010 Control of district; prescription and enforcement of rules
35020-35046 Officers and agents
35100-35351 Governing boards, especially:
35160-35185 Powers and duties
35291 Rules
48919 Student expulsion appeals

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance
Professional Governance Standards, November 2000
School Board Leadership: The Role and Function of California's School Boards, 1996

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

The Key Work of School Boards, 2000

WEB SITES

CSBA: <http://www.csba.org>
CSBA Governance Institute: <http://www.csba.org/gi>
National School Boards Association: <http://www.nsba.org>
Los Angeles County Board of Supervisors Resolution:
Resolution Providing for Transfer of Educational Functions to Board of Education
Board Order No. 7, May 18, 1971

Student

BP 5148.4(a)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS

Engagement of parents in the Los Angeles County Office of Education (LACOE) Head Start and Early Head Start programs shall be consistent with that identified in 45 Code of Federal Regulations and the 2007 Head Start Act Sec 642(2). The roles and responsibilities of the Los Angeles County Board of Education (County Board), the County Superintendent, Policy Council, and Administration shall adhere to the federal regulations on all governance issues that pertain to Head Start and Early Head Start matters.

I. Shared Decision-Making Policy

To ensure Head Start's success, Congress charges governing bodies of organizations that operate Head Start programs to include members with particular expertise, to exercise specific oversight and leadership functions, and to create a governance system that includes an active role for Policy Council, whose membership includes parents of children enrolled in the program.

The County Superintendent or designee will ensure that a Policy Council composed of parents of children currently enrolled in the Head Start and Early Head Start programs and members of the community is established annually. It may not be dissolved until a successor council is elected and seated. Members of the Policy Council will elect the officers of the Executive Committee. The Chair of the Policy Council is the authorized agent for the Council.

The Executive Committee will work with the Division Director to coordinate Policy Council activities and provide leadership in the areas of decision making and communication and ensure that Policy Council meetings are run in accordance with set bylaws and California's Ralph M. Brown Act.

The Policy Council will work in partnership with the County Board, County Superintendent, and Division Director in policy making or in other decisions about the Head Start and Early Head Start programs. The Policy Council will develop, review, approve or disapprove, and submit to the County Board and County Superintendent decisions on the following policies and procedures:

1. Program recruitment, selection, and enrollment priorities.
2. Applications for funding.
3. Budget planning for program expenditures, including policies for reimbursement and participation in Policy Council activities.
4. The bylaws for the operation of the Policy Council and the annual review of the bylaws.

BP 5148.4(b)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)

5. Program personnel policies regarding the employment of workers in the LACOE Head Start and Early Head Start programs.
6. Procedures for electing Policy Council members.
7. Recommendations on the selection of delegate agencies and Early Childhood Education Provides (ECEP) and their service areas.
8. Completion of the Governance, Leadership, and Capacity Screener and providing input to the Governance Capacity Building Plan.

The Policy Council will establish and maintain procedures for:

1. Resolving community complaints about the program. (*reference LACOE Head Start-State Preschool Complaint Procedure*)
2. Written procedures for resolving an impasse between the County Board, County Superintendent, and the Policy Council per CFR1304.50. (*reference Dispute Resolution Procedure*)

II. Community Complaint Resolution Policy in the Head Start, Early Head Start, and State Preschool Programs

Resolution of community complaints in the Head Start, Early Head Start, and State Preschool programs shall be consistent with that identified in 45 Code of Federal Regulations 1304.50 (d)(2)(v), 2007 Head Start Act 642(E), and State Preschool Funding Terms and Conditions. The roles and responsibilities of the County Board of Education, County Superintendent, Policy Council, and Administration shall adhere to the federal and state regulations regarding all community complaint issues that pertain to Head Start, Early Head Start, and State Preschool matters.

In conjunction with the Policy Council, the Head Start-State Preschool Division shall establish and implement a community complaint resolution procedure to provide guidance for receiving, processing, and resolving community complaints. The Division also shall ensure that delegate agencies and (ECEP) have developed procedures for resolving complaints and that these procedures are followed by the delegate agencies and child care partners.

Community complaints shall be resolved as informally as possible and at the lowest level possible. Complaints or concerns at the delegate agency-child care partner level shall be resolved first through their own community complaint procedures. If no resolution is reached, the complaint may be raised to the Head Start-State Preschool Division.

BP 5148.4(c)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)

To protect the children and families it serves, the Los Angeles County Office of Education shall reserve the right to suspend, terminate, or amend its procedures in the event that there may be a risk to the health or safety of children, families, staff, or community or a risk to responsible use of grant funds.

III. Policy Council Bylaws**ARTICLE I: Name**

The name of this organization shall be the Los Angeles County Office of Education (LACOE) Head Start Policy Council, hereinafter referred to as Policy Council.

ARTICLE II: Purpose

The purpose of the Policy Council is to serve as a decision- and policy-making body as provided for in 45 Code of Federal Regulations (CFR), Part 1304 and Appendix A: Governance and Management Responsibilities. All program activities shall conform with 45CFR Part 92 and Part 1300 subject to all limitations as may be called for by federal policy and regulations.

ARTICLE III: Membership**SECTION 1: Membership**

Membership consists of current Head Start or Early Head Start Parent Representatives and Community Representatives.

The voting membership of the Policy Council shall be composed of at least 51 percent of current Head Start or Early Head Start Parent Representatives and not more than 49 percent Community Representatives. Not more than 50 percent of the total number of Community Representatives may be former Head Start or Early Head Start parents.

All representatives must be elected annually. Community Representatives must be selected and approved annually.

No grantee or delegate agency staff (or members of their immediate families) may serve on the Policy Council except parents who occasionally substitute for Head Start staff.

1. Current Head Start or Early Head Start Parent Representatives

Current Head Start or Early Head Start parents are parents or legal guardians of children currently enrolled in the Head Start or Early Head Start program.

BP 5148.4(d)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)

Current Head Start or Early Head Start Parent Representatives shall be elected at the delegate agency or child care partner (DA/ECEP) level. Each DA/ECEP shall determine how its representatives are selected to serve on LACOE's Policy Council. Each DA/ECEP will elect (2) two representatives from their Policy Committee to serve as voting members on the Policy Council. Representatives must be parents of children currently enrolled in Head Start, Early Head Start, or Family Childcare and represent all program options (center-based, home-based, and Family Child Care). Agencies with an Early Head Start or Family Child Care program are required to send one (1) additional representative. The total number of representatives per agency is not to exceed (3) three.

2. Community Representatives

There are two types of Community Representatives: 1) Former Head Start and Early Head Start Parent Community Representatives, and 2) Local Business Community Representatives.

- A. Former Head Start and Early Head Start Parent Community Representatives are parents or legal guardians of children formerly enrolled in Head Start and Early Head Start programs. Former Head Start and Early Head Start Parent Community Representatives shall attend monthly meetings.
- B. Local Business Community Representatives shall represent major community, civic, or professional organizations that have a concern for children of low-income families and can contribute to the program. Local Business Community Representatives will attend at least four (4) meetings throughout the year.

Community Representatives shall be sponsored by LACOE and will report directly to the Division Director or designated staff. Community Representatives shall reside or work in LACOE's service area. Community Representatives shall take an active role in the function of the Policy Council by attending Policy Council meetings, making decisions about the Head Start or Early Head Start program, mentoring parents, and linking Policy Council members to resources and services within the community.

3. Non-Voting Members

- A. The County Board Liaison to the Policy Council is selected by the County Board. The County Board Liaison represents the County Board and communicates important information to the Policy Council and the County Board regarding the Head Start, Early Head Start, and State Preschool programs.

BP 5148.4(e)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)

- B. The Division Director may select a Head Start-State Preschool Mentor for a one-year term, (not to exceed 3 terms). The Mentor may be a former Business Community Representative or a former Head Start or Early Head Start parent who has completed at least a three-year term on the Policy Council. The role of the Mentor is to provide additional guidance to Policy Council members and increase partnerships and community outreach opportunities. The Mentor may be reimbursed from the Policy Council budget for mileage or other allowable expenses approved by the Division.

The following will apply to the Head Start-State Preschool Mentor:

1. Selected by the Division Director.
2. Approved annually by the Policy Council.
3. Report directly to the Division Director.
4. Not hold an officer position.
5. Be a non-voting member of the Policy Council or Policy Council subcommittees.
6. May be a representative to the California Head Start Association Board of Directors.
7. May attend conferences as determined by the Division Director to enhance ability to conduct duties as needed.
8. May participate on interview panels as determined by Division Director when other members are not available.
9. May be reimbursed for mileage and other allowable expenses when attending approved meetings and trainings.

The following are the prerequisites for serving as a Head Start-State Preschool Mentor:

1. Served at least one year on the Executive Committee.
2. Possess strong leadership, advocacy, and communication skills.
3. Represent an organization, preferably in the capacity of a Board member that supports the Head Start program's mission.

BP 5148.4(f)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)**SECTION 2: Verification of Membership**

All members including community representatives will be required to sign a Standard of Conduct and Confidentiality Agreement.

An individual will sign a verification to establish eligibility for membership and reimbursement. All verification documents shall be submitted by the third Wednesday of November. Appropriate and applicable verification documentation for each representative is described as follows:

1. Parent Representatives

Representatives shall be elected at their DA/ECEP by November 15 of each year. They shall be considered voting members when the appropriate documents are received by the LACOE Governance Services staff.

Appropriate documents shall include the following:

- A. A completed Verification Form with proper signatures from the DA/ECEP verifying that the representative is a parent of a child currently enrolled in the Head Start or Early Head Start program and the date the Policy Committee elections were held.
- B. A completed Eligibility Form indicating if a representative is eligible for reimbursement for child care and mileage expenses.
- C. A completed Individualized Education Plan (IEP) documentation (if applicable) used to determine a higher childcare reimbursement rate in the amount of \$1 for those families with a child having a special need.

2. Community Representatives

Local Business Community Representatives shall be considered when a completed application form is submitted to the Division Director and the applicant is selected through the LACOE Local Business Community Representative Selection process. If reasonable, a completed Eligibility Form is required for mileage reimbursement. Community Representatives will be required to sign the Standard of Conduct Form.

BP 5148.4(g)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)**3. Former Parent Community Representatives**

Parents of children formerly enrolled in Head Start or Early Head Start programs who are interested in applying shall submit a completed application to LACOE. The names of applicants recommended through the LACOE Former Parent Community Representative Selection process will be forwarded to the Division Director and the Policy Council for approval.

A completed Eligibility Form is required for mileage reimbursement. Additional documents may need to be submitted to establish eligibility for child care reimbursement.

SECTION 3: Term of Membership

The Policy Council may not be dissolved until a successor Policy Council is elected and seated. The term of membership is limited to a total of three years combined participation in a policy group at LACOE or the DA/ECEP level from December through December.

SECTION 4: Seating of Members

Representatives and Former Community Representatives will be seated at the December Policy Council meeting. Local Business Community Representatives will be elected and seated throughout the year as necessary.

SECTION 5: Membership Term for a Defunded Agency

The term for a member representing a defunded DA/ECEP ends June 30. Representatives may request to complete their term of office to represent the community as a former Head Start Parent Community Representative if composition percentages allow pending approval by the Division Director and Policy Council.

SECTION 6: Resignation

Members resigning from the Policy Council should do so through their DA/ECEP and LACOE to ensure that a replacement is elected. Resignations will be accepted verbally or in writing to Designated Governance Services Staff.

SECTION 7: Termination for Non-Attendance

Termination of a member will result after two (2) consecutive absences or in accordance with Policy Council Attendance Procedure.

BP 5148.4(h)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)**SECTION 8: Administrative Action**

Any member who is involved in one or more of the following inappropriate actions may be subject to removal from the Policy Council and subsequent committees:

1. Misrepresenting the Policy Council.
2. Lewd and/or illegal behavior.
3. Violations of confidentiality.
4. Providing false information on reimbursement claims.
5. Inciting conflict among the members of the Council.
6. Holding unauthorized meetings in violation of the Ralph M. Brown Act.

Removal shall be initiated by the Division Director and processed through the Executive Committee. The following is the process the Executive Committee will follow:

1. Policy Council member will be informed and provided the opportunity to appeal to the members of the Executive Committee and the Division Director within fifteen (15) days of receiving notice of disciplinary action.
2. The Executive Committee and Division Director will make a decision of disciplinary action or removal.
3. Policy Council member will be informed of the decision. If the decision is to remove a member, the Policy Council member will be provided the opportunity to resign.
4. Resignation or removal will be communicated to the Policy Council at the next regular meeting.

Policy Council member in question will not participate in any Policy Council activities, trainings, or meetings until the above process is completed. Members who have been terminated may not be reinstated as a member.

SECTION 9: Policy Council Complaints

Policy Council members who have a complaint regarding a matter under the jurisdiction of the Policy Council related to CFR 1304.50 shall adhere to the following process:

1. Submit complaint in writing to the Policy Council Chairperson, with a copy to the Program Manager of Governance, within ten (10) working days of the occurrence.

BP 5148.4(i)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)

2. The Policy Council Chairperson will present the complaint to the Executive Committee to discuss and determine a resolution within twenty-five (25) working days.
3. If the complaint is against the Chair, the Vice Chairperson will assume the responsibility. (*reference bylaws for progression of responsibility*)
4. The Policy Council Chairperson or designated officer will communicate the resolution in writing to the complainant within ten (10) working days, with a copy to the Program Manager of Governance and the Division Director.
5. The complainant may appeal to the Division Director within ten (10) working days of response. The Division Director will provide a resolution to the complainant within ten (10) working days. A copy of the resolution will be provided to the Policy Council Chairperson.

Note: Complaints from the community to LACOE are resolved according to the LACOE complaint procedures. Policy Council members who have a complaint against their DA/ECEP shall resolve their complaint at the DA/ECEP level. (*reference LACOE Head Start-State Preschool Complaint Procedure*)

ARTICLE IV: LACOE Orientation and Training of Policy Council Members

LACOE shall provide orientation and training to all newly elected Policy Council representatives in November/December of each year and throughout the year.

ARTICLE V: Reimbursement

Volunteer time spent attending Policy Council meetings, subcommittee meetings, and other approved training will be used as a non-federal share contribution by LACOE.

LACOE takes sole responsibility for determining accuracy, allowability, reasonableness, and valuation of the volunteer time contributed by its Policy Council and subcommittee members.

Policy Council members may be eligible to receive reimbursement in accordance with LACOE reimbursement procedures. (*reference Policy Council Reimbursement Procedure*)

ARTICLE VI: Conflict of Interest

1. Members of the Policy Council shall not have a financial conflict of interest with the Head Start or Early Head Start program.

BP 5148.4(j)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)

2. Members of the Policy Council shall not receive compensation for serving on the Policy Council or for providing services to the Head Start or Early Head Start program.

ARTICLE VII: Elections

Elections will be conducted in accordance with the Policy Council Nominating and Election Procedures. (*reference Nominating and Election Procedures*)

No member shall be elected to more than one seat on the Executive Committee. It is recommended that no member sit on more than two (2) committees throughout the year. However, if a committee needs to fill a vacancy and no other Policy Council representative wishes to run for that committee, then a Policy Council member, who is already on two (2) committees, may run for the open position.

Prior to or during the Policy Council meeting, any member wishing to run for an office/position or membership on a committee may deliver a written or verbal Statement of Intent to Governance Services staff. A member who delivers a written Statement of Intent need not be present to be eligible for election.

SECTION 1: Election of Officers

1. The officers shall be elected at the first regularly scheduled Policy Council meeting.
2. To win an election, candidates for the positions of Chairperson, Vice Chairperson, and Treasurer shall be elected by a majority of votes (more than half of the members present and voting). All other positions shall be elected by a plurality (the candidate who receives the highest number of votes).
3. In the event an officer position becomes vacant through resignation or termination, the Policy Council shall conduct an election to fill the position at the regular Policy Council meeting following notification of vacancy.

SECTION 2: Election of Committee Members

All committee members shall be approved by the Policy Council.

1. Committee members shall be elected at the first regularly scheduled Policy Council meeting following the annual training.
2. The number of available positions for each committee will be announced.

BP 5148.4(k)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)

3. Nominees who are not elected will be placed on an alternate list. In the event a position becomes vacant, nominees from the list will be offered the position in the order of votes received. If the alternate list has been exhausted, the Policy Council shall conduct an election to fill the position at the regular Policy Council meeting following notification of vacancy.
4. Committees may forward the names of up to two (2) individuals, knowledgeable about the tasks and functions of the committee, as Select Members for Policy Council approval. Select Members are not Policy Council members and do not have voting rights on the Council. The number of Select Members will not affect the number of Policy Council members elected to a committee. Select Members may be reimbursed for mileage when attending their committee meeting or other activities requested by the Division Director or designated staff if eligible.

SECTION 3: Conference Attendance or Travel

1. Policy Council members interested in conferences travel approved by LACOE must have a completed Statement of Intent for Conference Attendance Form on file. Completed Intent Forms will be reviewed by staff to determine if members meet the conference travel criteria.
2. The Division Director may select one or more Policy Council members to attend conferences or trainings according to the pre-approved budget. When possible, Policy Council members who are parents of children currently enrolled in the program will be given priority for conference travel over Former Parent Community Representatives. Local Business Community Representatives may attend local conferences only.
3. The Chairperson will attend the California Head Start conferences. In the event the Chairperson is unable to attend, the Vice Chairperson will attend. In the event the Vice Chairperson cannot attend, an election will be held at the next Policy Council meeting pending timelines. Additional members may attend pending the pre-approved budget.
4. Members of the Education and Transition Committee will have the first opportunity to attend the California State PTA Convention according to the pre-approved budget. In the event that members of the Education and Transition Committee are unable to attend, an election will be held at the next Policy Council meeting pending timelines.
5. An election will be held at the Policy Council meeting for members to attend the PTA Diversity and Inclusion Conference and the California Bilingual Education Conference (CABE) according to the pre-approved budget.

BP 5148.4(l)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)

6. All members of the Policy Council will have the opportunity to attend the Annual Parent Involvement Academy according to the pre-approved budget.
7. Members attending conferences shall adhere to all Policy Council bylaws, procedures, and travel protocol. Members who have accepted to attend a conference must notify Governing staff if air travel must be cancelled. A two week advanced notice to cancel must be provided for local travel. Members who do not provide advance notice may not be eligible to attend other conferences for the remainder of the program year.

Conference travel criteria are as follows:

- A. Member shall submit a completed Intent Form to be kept on file.
- B. Conference supports roles and responsibilities of member.
- C. Conference supports family goals and objectives of member.
- D. Member has no outstanding claims or reports.
- E. Member has proper identification (for air travel).
- F. Member has followed travel procedures for prior approved travel.
- G. Member shall attend no more than two conferences per year, unless designated by the Division Director._

ARTICLE VIII: Officers**SECTION 1: Officers of the Policy Council**

The officers of the Policy Council are the Executive Committee and shall consist of the Chairperson, Vice Chairperson, Recording Secretary, Corresponding Secretary, Treasurer, Sergeant-at-Arms, Parliamentarian, and PTA President. These officers shall perform the duties outlined in these bylaws and, as necessary, Robert's Rules of Order. Officers not performing their assigned duties or involved in inappropriate actions may be subject to disciplinary action leading to termination.

SECTION 2: Term of Office

No member of the Policy Council can be elected to more than one (1) officer position. The term of office shall run from the December election to the following December election. Officers may participate in interview panels until newly elected officers have been trained.

BP 5148.4(m)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)**SECTION 3: Training of Officers**

Training of newly elected officers will be provided by the appropriate LACOE staff as soon as possible after their election and, as needed, throughout the year.

SECTION 4: Vacancies in Officer Positions

In the event an officer's position becomes vacant through resignation or termination, the Policy Council Chair will appoint a Policy Council member to fill the vacant office until the next Policy Council meeting where a quorum is present and an election for that office can be conducted.

In the event of an officer's temporary absence (no more than one (1) Policy Council meeting absence), the Policy Council Chair may appoint a Policy Council member as a pro temp officer to fill that position.

ARTICLE IX: Duties of the Officers**SECTION 1: Policy Council Officers**

The officers of the Policy Council shall attend mandatory annual training and perform the duties outlined by these bylaws, the Ralph M. Brown Act, and by *Robert's Rules of Order, Newly Revised* (10th Edition). All officers shall be familiar with:

1. The bylaws and procedures of the Policy Council.
2. Federal Head Start regulations (Performance Standards 1304.50, Appendix A, Governance).
3. The Ralph M. Brown Act (California Government Code, Section 54950-54962).
4. *Robert's Rules of Order, Newly Revised (10th Edition)*

SECTION 2: Chairperson (majority of votes)

The Chairperson is the principal authorized agent of the Policy Council and shall:

1. Be a parent of a currently enrolled Head Start or Early Head Start child.
2. Conduct all meetings of the LACOE Policy Council.
3. Preside as Chairperson of the Executive Committee.

BP 5148.4(n)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)

4. Act as an authorized agent among the Policy Council, the County Board, County Superintendent and the Division Director.
5. Attend the Policy Summit and the California Head Start Association Conference according to pre-approved budget.
6. Call the meeting to order on time, follow the agenda, and clarify the business at hand at all times.
7. Establish a quorum during Executive Committee and Policy Council meetings.
8. Provide leadership to assure that debates are confined to the question at hand and ensure that personal comments are avoided.
9. Remain calm and deal fairly with all sides, regardless of personal opinion.
10. Appoint members to Ad Hoc committees if an election cannot be held.
11. Appoint members to temporarily assume duties of absent officers.
12. Attend mandatory monthly meetings with the Division Director, County Board, and County Superintendent.
13. Provide monthly reports to the Policy Council.
14. Facilitate Public Comment Procedures.
15. Ensure that committees function appropriately by communicating with the committee chairpersons at the regularly scheduled Executive Committee meetings.
16. Reschedule established meeting dates with mutual agreement of the Division Director in accordance with Article VII, Section 1.
17. Act as an ex officio member of committees (non-voting member).
18. Attend the County Board meeting in the absence of the Vice Chair, assuming the roles and responsibilities of the Policy Council Representative to the County Board.

The Chairperson can be reimbursed for child care and mileage to perform his or her role and responsibilities, as directed, in addition to attending Policy Council, Executive Committee, County Board, and County Superintendent meetings.

BP 5148.4(o)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)**SECTION 3: Vice Chair (*majority of votes*)**

The Vice Chairperson shall:

1. Assume all duties of the Chair in his or her temporary absence.
2. Serve as Chairperson of the Planning and Development Committee.
3. Serve as the Policy Council Representative to the County Board.
4. Work with staff to prepare a written report regarding County Board and County Superintendent actions and discussions related to Head Start and Early Head Start and present the report at the regularly scheduled Policy Council meeting.
5. Attend monthly meetings with the County Board and County Superintendent in the absence of the Policy Council Chairperson and present a report to the County Board and County Superintendent regarding Policy Council actions, training, special events, etc.
6. Provide assistance to the Corresponding Secretary at his or her request or when deemed necessary by the Chairperson.
7. Communicate with absent representatives to encourage their active participation.
8. Assume the duties of the Corresponding Secretary if the Recording Secretary is absent.
9. Attend the annual California Head Start Association conference in the absence of the Chairperson.
10. Complete any additional duties as assigned by the Policy Council Chairperson.

The Vice Chairperson can be reimbursed for child care and mileage to monitor Policy Council Attendance Policy, as directed, in addition to attending Policy Council, Executive Committee, and County Board and County Superintendent meetings.

SECTION 4: Recording Secretary

The Recording Secretary shall:

1. Receive training prior to the first Policy Council meeting following elections.

BP 5148.4(p)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)

2. Record the minutes in writing of each Policy Council and Executive Committee meeting and provide his or her notes to the designated Governance staff immediately following the meeting.
3. Verify by signature the approved meeting minutes.
4. Perform other duties as assigned by the Chairperson.

The Recording Secretary can be reimbursed for child care and mileage to prepare minutes, as directed, in addition to attending Policy Council and Executive Committee meetings.

SECTION 5: Corresponding Secretary

The Corresponding Secretary shall:

1. Be responsible for all Policy Council correspondence.
2. Enforce the Policy Council's attendance policy and procedures.
3. Assist LACOE staff with sign-in sheets.
4. Assume all duties of the Recording Secretary in his or her temporary absence.
5. Request assistance from the Vice Chairperson when deemed necessary.
6. Perform other duties as assigned by the Chairperson.

The Corresponding Secretary can be reimbursed for child care and mileage to attend Policy Council and Executive Committee meetings and to assist, as directed, with mailings and develop correspondence and monitor Policy Council Attendance Policy.

SECTION 6: Treasurer (*majority of votes*)

The Treasurer shall:

1. Serve as Chairperson to the Finance Committee.
2. Review, monitor, and present monthly Treasurer's Report, LACOE Budget, Quarterly Cost Summary, and PTA budget to the Policy Council.
3. Act as Chairperson in the absence of Chairperson, Vice Chairperson, and Parliamentarian.

BP 5148.4(q)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)

4. Perform other duties as assigned by the Chairperson.

The Treasurer can be reimbursed for child care and mileage to review and prepare Treasurer's Report as directed.

SECTION 7: Sergeant-at-Arms

The Sergeant-at-Arms shall:

1. Maintain order as directed by the Chairperson.
2. Lead the Pledge of Allegiance and the moment of silence.
3. Be responsible for counting votes.
4. Perform other duties as assigned by the Chairperson.

SECTION 8: Parliamentarian

The Parliamentarian shall:

1. Be a second-year or third-year Policy Council member.
2. Act as Chairperson in the absence of the Chairperson and Vice Chairperson.
3. Assist in the resolution of potential parliamentary problems.
4. Be well informed on Policy Council Bylaws and assist the Chairperson in interpreting them when necessary.
5. Assist the Chairperson and the Policy Council in interpreting Robert's Rules of Order, the Ralph M. Brown Act, and all other appropriate procedures for conducting meetings.
6. Consult with staff if assistance is needed.
7. Perform other duties as assigned by the Chairperson.

In the event the Parliamentarian is not available, the Program Manager of Governance or delegated staff may provide guidance.

BP 5148.4(r)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)**SECTION 9: LACOE Parent-Teacher Association (PTA) President/Vice President**

The LACOE PTA President shall:

1. Serve as Chairperson of the Education and Transition Committee.
2. Attend PTA/Head Start collaboration meetings.
3. Attend the quarterly LACOE/District PTA Leadership meetings.
4. Attend the annual California State PTA Convention and report back to the Policy Council.
5. Present a monthly report to the Policy Council on PTA items related to Head Start goals and objectives.

In the absence of the PTA President, the PTA Vice President shall assume the roles and responsibilities of the PTA President.

SECTION 10: California Head Start Association (CHSA) Representative

The Division Director will submit a nomination to CHSA for CHSA Board Member Community Representative. If selected as a member of the CHSA Board, the CHSA Representative will serve a two-year term as defined in the CHSA bylaws. LACOE has no governing authority over the CHSA body. The CHSA Representative may be reimbursed from the Policy Council budget for mileage and other allowable expenses approved by LACOE and the Policy Council. The CHSA Representative shall:

1. Attend CHSA Board meetings and conferences as directed by the Division Director and provide a written and oral report to the Policy Council at the next regularly scheduled meeting.
2. Communicate important information, updates, and changes from CHSA regarding the Head Start and Early Head Start program.
3. Communicate important information regarding the LACOE Head Start Policy Council to CHSA.
4. Advocate for the Head Start and Early Head Start program.

The Head Start Mentor may also serve as the CHSA Representative.

BP 5148.4(s)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)**ARTICLE X: Policy Council Meetings****SECTION 1: Regular Meetings**

The regular meeting of the Policy Council shall be on the second Tuesday of each month. If that day is a holiday, the meeting shall be rescheduled to another day in the month by the Chair, in agreement with the Division Director. If the Policy Council does not establish a quorum, the Policy Council members in attendance may reschedule the Policy Council meeting at a mutually agreed upon date.

SECTION 2: Regular Meeting in December

The regular meeting in December shall be for a full day for the purpose of electing the officers, committee members, and representatives to special activities. Other business will be conducted if deemed necessary.

SECTION 3: Special Call Meetings

The Division Director may call a Special Call meeting when necessary with notification to the Policy Council Chair or a majority of the Executive Committee. A Special Call meeting may also be called by a majority of the Policy Council. Written notice or telephone contact shall be made to the Policy Council members and posted in the LACOE Office at least 24 hours prior to any Special Call meeting. Special Call meetings shall follow the Ralph M. Brown Act.

SECTION 4: Quorum

Quorum shall be 25 percent of the voting Policy Council members who have a child currently enrolled in the program or are parents of a former Head Start or Early Head Start child.

Local Business Community Representatives are required to attend four (4) meetings per year; therefore, the quorum will be established accordingly.

SECTION 5: Meeting Procedures

Meetings shall be conducted in accordance with *Robert's Rules of Order, Newly Revised (10th Edition)*. Meetings shall be limited to a reasonable period of time. Upon request or agreement of the Policy Council, staff consultation and input may be given.

The Policy Council uses one of two methods to vote:

1. A show of hands or voting paddle

BP 5148.4(t)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)

2. Roll call vote (records how each DA/CCP votes)

The Chairperson may vote to make or break a tie.

SECTION 6: Public Comment

There shall be 15 minutes allotted at each meeting for Public Comment. Individuals wishing to address the Policy Council have three minutes to speak. (*reference Public Comment Procedures*)

SECTION 7: Procedures for Hiring LACOE Head Start or Early Head Start Employees

The Executive Committee will participate in the hiring process by serving on selection panel interviews. One member and an alternate will be identified to participate as panelists. In the event the panelist or the alternate is unable to attend, the interviews will be conducted as scheduled and a recommendation will be presented to the Executive Committee to be forwarded to the Policy Council for action.

Members shall temporarily resign from the Policy Council upon applying for employment and being placed on an eligibility list. The chairperson will select an alternate to carry out the responsibilities of an officer until the hiring process is complete. Members who are hired by a Head Start or Early Head Start program shall resign and a new member will be elected.

If the member is not hired, he/she will resume their position as a member or officer.

Policy Council members who have a relative/family member/significant other who is an applicant for a position shall recuse themselves from all activities related to the position vacancy.

SECTION 8: Procedures for Termination of Permanent LACOE Head Start or Early Head Start Employees

Recommendations for the termination of LACOE Head Start or Early Head Start employees will be made by the Division Director and by the Chief Academic Officer. The Executive Committee will review the recommendation for termination and forward the recommendation for the next regularly scheduled Policy Council meeting. The Policy Council shall be provided with the required information needed to approve or disapprove the recommendation, including information regarding policies and procedures.

BP 5148.4(u)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)

All recommendations for employee terminations shall be in closed session of the Policy Council and will follow the Head Start Personnel Policies Addendum and LACOE Policies. Permanent employees accused of specific complaints or charges or accusations against them requesting that the closed session be held in open session may address the Policy Council during deliberation for no longer than 15 minutes; however, voting will occur in closed session.

All applicants hired will be placed on a probationary period. Upon successful completion of the probationary period, the applicant will become a permanent employee. If an applicant does not pass probation, he or she will be released from employment without any further action required by the Policy Council.

ARTICLE XI: Policy Council Subcommittees**SECTION 1: Policy Council Subcommittees**

The Policy Council shall have the following subcommittees:

1. Executive Committee (nine members). Meetings are held on the fourth Monday of the month and before monthly Policy Council meetings.
2. Education and Transition Committee (nine members). Meetings are held on the fourth Friday of the month.
3. Planning and Development Committee (eight members). Meetings are held on the first Tuesday of the month and as needed.
4. Community Representative Committee (membership consists of Local Business Community Representatives). Meetings are held quarterly.

Refer to committee tasks and functions for committee role, structure, and duties attached.

SECTION 2: Special Call Committee Meetings

1. Special call subcommittee meetings may be called by the Committee Administrative sponsor and the Chairperson and/or by written request from a minimum of three Committee members with the knowledge of the Administrative Sponsor. Special Call meetings require 24 hours' advance notice, written or verbal. Governance staff shall be notified in advance of all meetings.

BP 5148.4(v)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)**SECTION 3: Subcommittee Responsibilities**

At the first meeting, usually in January, subcommittee members will receive training. The committee will elect a Vice Chairperson and Recording Secretary and will review the committee tasks and functions and standing rules. Subcommittee meetings are not subject to the Ralph M. Brown Act.

1. Standing rules shall contain attendance and quorum requirements, and meeting dates and time.
2. Recommendations or changes to the committee tasks and functions will be submitted to the Executive Committee. The Executive Committee will review and forward all recommendations to the Policy Council for approval.
3. Committees may request and receive assistance in the performance of their duties from paid consultants or other paid resources, provided pending Policy Council, County Board and County Superintendent approval. Every effort should be made to obtain such services on an in-kind basis first.

SECTION 4: Special or Ad Hoc Committees

1. The Policy Council Chairperson shall appoint or the Policy Council will elect special or Ad Hoc committees for a specific purpose. These committees shall disband upon completion of their task.
2. At the time of formation, the number of members and meetings needed shall be determined.

SECTION 5: Voting

Committees shall vote in accordance with each committee's standing rules.

SECTION 6: Committee Meeting Minutes

1. Approved minutes of each committee meeting shall be submitted to the designated Governance Services staff following the meeting that they are approved.
2. Only approved committee minutes shall be distributed outside the committee.

BP 5148.4(w)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)**SECTION 7: Recommendations**

Designated LACOE staff will work with the Executive Committee and the Division Director to forward recommendations under the jurisdiction of the Policy Council per 1304.50 to be placed on the Policy Council agenda for approval. A written recommendation, including background information, will be provided to the Policy Council. The Executive Committee and LACOE staff will provide additional information or clarifications for members if needed.

SECTION 8: Head Start Advisory Committees

1. LACOE will determine the number of Policy Council participants to serve on each advisory committee.
2. Policy Council participants will be elected by the Policy Council.
3. Policy Council participants on an advisory committee shall submit a written report and give an oral report to the Policy Council following each meeting of their advisory committee.

ARTICLE XII: Parliamentary Authority

The rules contained in the current edition of *Robert's Rules of Order, Newly Revised* (10th Edition) shall govern the Policy Council where applicable and are not inconsistent with these bylaws and any special rules of order the Policy Council may adopt.

ARTICLE XIII: Amendment of Bylaws

Members will receive written copies with proposed amendments for a first reading. The first reading shall occur at the meeting prior to voting on the proposed amendment(s).

Amendments to these bylaws shall be approved by a two-thirds vote of established quorum.

All policy amendments shall be approved by the County Board and County Superintendent.

IV. Los Angeles County Board Of Education and Policy Council Dispute Resolution Procedures**SECTION 1: Background**

LACOE, the County Board or its authorized agent and the Council or its authorized agent are encouraged to resolve any dispute arising between them, falling within the scope of 45CFR1304 and Appendix A, amicably and reasonably without resorting to these formal Dispute Resolution Procedures. Disputes regarding personnel issues shall be resolved under

BP 5148.4(x)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)

LACOE's Policy and are not subject to these procedures. This Dispute Resolution Procedure may be invoked only after all administrative procedures in the Head Start Personnel Policies Addendum have been fully exhausted.

SECTION 2: Definitions

Authorized Agents: The authorized agent for the Los Angeles County Office of Education are the County Board and County Superintendent of Schools (County Superintendent). The County Superintendent may authorize other cabinet members to act as representative in the Dispute Resolution Process as appropriate. The authorized agent for the Los Angeles County Head Start Policy Council shall be the Chairperson.

Dispute Resolution Group: A group comprising seven persons who will meet and confer in good faith to resolve the dispute. At minimum the Chief Academic Officer and a non-executive committee Policy Council member must be included in the group size.

Dispute Statement: A written statement describing in detail the substance of the dispute and the parties' respective positions. Dispute statements will not limit either party's right to identify additional relevant issues at any time or waive, prejudice, or limit either party's rights with respect to any issues.

Impasse: A point where no further progress can be made or agreement reached.

Head Start Personnel Policies Addendum: A document that describes personnel-related practices required by Title 45 Code of Federal Regulations specific to the Head Start program and not addressed in the County Board Policies.

SECTION 3: Procedures for Resolution of Disputes/Impasses

1. Resolution Through Authorized Agents
 - A. Within five (5) working days from the existence of a known dispute at impasse, a Dispute Statement, initiated by either the County Board, the County Superintendent or the Council, will be submitted to the other authorized agents for review.
 - B. The County Board, County Superintendent, and Policy Council, through their respective authorized agents, shall attempt through good faith discussions to resolve the dispute within fifteen (15) working days after receiving the Dispute Statement.
 - C. If parties' respective authorized agents cannot reach a decision after the close of fifteen (15) working days, the agents shall follow the process outlined in Section 3.B: Decision Through Dispute Resolution Group.

BP 5148.4(y)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)

2. Decision Through Dispute Resolution Group

- A. A Dispute Resolution Group, comprising seven (7) persons, shall meet, deliberate, and resolve the matter in accordance with the procedure set out in this section. The Dispute Resolution Group consist of the following:
- (1) Parties' authorized agents. (County Board, County Superintendent, Council)
 - (2) One panel member selected from the Council's voting membership by the Council's Executive Committee.
 - (3) One panel member selected by the County Board.
 - (4) The Chief Academic Officer of Educational Services
 - (5) One panel member selected in accordance with the procedure described below in Section 3.B.

All panel members should be selected based on their considered fairness and impartiality. The selected panel members may not be paid for rendering services as panel members; however, they may receive travel and child care reimbursement should the party's policies allow for such reimbursement.

- B. The County Board and County Superintendent and the Council's Executive Committee shall have fifteen (15) working days to identify their respective panel members. The six (6) panel members shall then convene within five (5) working days to elect the seventh panel member. The six panel members shall have five (5) working days to select the seventh member from a list of personnel from Orange, Riverside, and San Bernardino County Head Start Grantee agencies. On the last day of the five (5) days, if the panel members have not selected the seventh member, they shall conduct a lottery of the names of personnel from this list. The selection of the seventh member by lottery shall be final.
- C. All seven members of the Dispute Resolution Group shall convene no later than fifteen (15) working days following notification of appointment of all members. In the event a panel member cannot continue participation in the Dispute Resolution Group for any reason, a replacement panel member shall not be provided or allowed. The Dispute Resolution Group shall meet during the subsequent fifteen (15) working days to resolve the dispute and reach a decision. A decision shall be supported by a four-person majority.

BP 5148.4(z)

PARENT ENGAGEMENT IN THE HEAD START AND EARLY HEAD START PROGRAMS (continued)

Findings

Findings of the Dispute Resolution Group shall be binding upon the County Board, County Superintendent and Policy Council unless review by LACOE's Office of General Counsel indicates that such findings violate federal or state laws.

Board Bylaws

BB 9020(a)

BOARD ROLE – HEAD START/EARLY HEAD START PROGRAMS**Shared Governance**

The Los Angeles County Board of Education and County Superintendent are legally and financially responsible for the oversight of the Los Angeles County Office of Education's Head Start and Early Head Start grant. In addition, pursuant to 45 CFR 1304.50, Program Governance, the County Board and County Superintendent and shares decision-making responsibility and oversight of the Head Start/Early Head Start program with a Head Start Policy Council. According to the intent of the federal regulation, shared governance is the opportunity for parents to participate in making decisions about the program.

Federal guidelines for Head Start programs call for the establishment and maintenance of a Head Start Policy Council. Any Head Start program operated through LACOE shall establish and maintain such a Policy Council. The County Board and County Superintendent shall review and approve the composition of the Policy Council and how members are selected.

To facilitate the shared governance relationship, the County Board will appoint one of its members to serve as liaison to the Head Start Policy Council. This liaison shall ensure that the channels of communication and interaction between the County Board and the Council remain open. The County Board liaison will report to the County Board and to the County Superintendent following attendance at Policy Council meetings.

Information about the Policy Council and its decisions concerning current planning, operational, budgetary, and personnel actions and issues of the Head Start/Early Head Start programs shall be reported to the County Board. County Board minutes shall be available to members of the Policy Council.

Note: PL 110-134 Section 642(c)(1)(c) – Conflict of Interest, members of the County Board shall not have a financial conflict of interest with the Head Start agency (including any delegate agency).

In accordance with the July 15, 2014, "Memorandum of Understanding for the Operation of Head Start Program" approved by the County Superintendent and the County Board, the following apply:

1. The County Board is responsible for approval of the budget, and is recognized as solely responsible for budget adoption and its periodic oversight under applicable federal, state and local laws, and regulations. The County Board is also responsible for the audit, as well as monitoring to correct audit findings governing financial statement and accounting practices.

BB 9020(b)

BOARD ROLE – HEAD START/EARLY HEAD START PROGRAMS (continued)

2. The County Board is responsible for determining whether to apply for Head Start based upon recommendation of the County Superintendent. The County Board is further responsible for approving program evaluation to determine progress in carrying out programmatic goals, including approving self assessment, community assessment, the criteria for recruitment, selection and enrollment and review of school readiness goals in accordance with federal, state and local laws and regulations, and participating with the Policy Council.
3. The County Board and County Superintendent are jointly responsible for funding applications and amendments to funding applications, including terminations and reductions. The County Board will be responsible for approving or disapproving County Superintendent recommendations for terminations and substantial reductions of 20 percent or greater of the total funding award, while the County Superintendent will handle all implementation processes involving the appeal.
4. Once the County Board has approved whether to seek Head Start funding, the County Superintendent will select delegate agencies through the competitive bid process and service areas for such agencies and enter into contracts. The County Superintendent will share information concerning the process to be followed with the County Board, as well as the outcome of the process.
5. The County Superintendent is the employer of all Head Start Program employees, and is recognized as their sole employer for all purposes and under all applicable federal, state and local laws, and regulations.
6. The County Superintendent is and shall be solely responsible for the management and performance of Head Start employees, for all aspects of program planning and implementation of the grant and for the County Superintendent employees' role in implementation and assuring the Program's continuing compliance with the Head Start Act and regulations. The County Superintendent will regularly provide the County Board with information concerning planning and implementation. The County Superintendent will adopt all personnel policies regarding hiring, evaluation, termination, and compensation of agency employees, including decision to hire or terminate Director.
7. The County Board will enact all major policies, including:
 - A. Annual Self Assessment (plan and progress completing program improvements)
 - B. Financial Audit (policy and selection of independent auditor who shall report critical accounting policies and practices to the governing body)
 - C. Code of Conduct and Confidentiality Policies

BB 9020(c)

BOARD ROLE – HEAD START/EARLY HEAD START PROGRAMS (continued)

- D. Procedures for selecting Policy Council members
 - E. Internal Dispute Resolution when there is impasse between the County Board/County Superintendent and Policy Council
 - F. Community Complaint Procedure
 - G. Conflict of Interest Policy
 - H. Standard of Care and Supervision of Children Policy (no tolerance)
8. This Memorandum shall be effective upon execution by the Parties. It shall remain in effect for five years, during the duration of the Head Start grant. It may be terminated upon 90 days prior written notice by either Party. It may be subject to revision in the event that the state Attorney General or the Office of Head Start issues an opinion that would require its revision.

Dispute Resolution Procedures**SECTION 1: BACKGROUND**

LACOE, the County Board or its authorized agent and the Council or its authorized agent, are encouraged to resolve any dispute arising between them, falling within the scope of 45CFR1304 and Appendix A, amicably and reasonably without resorting to these formal Dispute Resolution Procedures. Disputes regarding personnel issues shall be resolved under LACOE's Policy and are not subject to these procedures. This Dispute Resolution Procedure may be invoked only after all administrative procedures in the Head Start Personnel Policies Addendum have been fully exhausted.

SECTION 2: DEFINITIONS

Authorized Agents: The authorized agents for the Los Angeles County Office of Education are the County Board and Superintendent of Schools (County Superintendent). The County Board and County Superintendent may authorize other cabinet members to act as representative in the Dispute Resolution Process as appropriate. The authorized agent for the Los Angeles County Head Start Policy Council shall be the Chairperson.

Dispute Resolution Group: A group comprising seven persons who will meet and confer in good faith to resolve the dispute. At minimum the Chief Academic Officer of Educational Services and a non-executive committee Policy Council member must be included in the group size.

BB 9020(d)

BOARD ROLE – HEAD START/EARLY HEAD START PROGRAMS (continued)

Dispute Statement: A written statement describing in detail the substance of the dispute and the parties' respective positions. Dispute statements will not limit either party's right to identify additional relevant issues at any time or waive, prejudice, or limit either party's rights with respect to any issues.

Impasse: A point where no further progress can be made or agreement reached.

Head Start Personnel Policies Addendum: A document that describes personnel-related practices required by Title 45 Code of Federal Regulations specific to the Head Start program and not addressed in the County Board Policies.

SECTION 3: PROCEDURES FOR RESOLUTION OF DISPUTES/IMPASSES

1. Resolution Through Authorized Agents
 - A. Within five (5) working days from the existence of a known dispute at impasse, a Dispute Statement, initiated by either the County Board, the County Superintendent or the Council, will be submitted to the other authorized agents for review.
 - B. The County Board, County Superintendent, and Policy Council, through their respective authorized agents, shall attempt through good faith discussions to resolve the dispute within fifteen (15) working days after receiving the Dispute Statement.
 - C. If parties' respective authorized agents cannot reach a decision after the close of fifteen (15) working days, the agents shall follow the process outlined in Section 3.B: Decision Through Dispute Resolution Group.
2. Decision Through Dispute Resolution Group
 - A. A Dispute Resolution Group, comprising seven (7) persons, shall meet, deliberate, and resolve the matter in accordance with the procedure set out in this section. The Dispute Resolution Group consist of the following:
 - (1) Parties' authorized agents. (County Board, County Superintendent, Council)
 - (2) One panel member selected from the Council's voting membership by the Council's Executive Committee.
 - (3) One panel member selected by the County Board.
 - (4) The Chief Academic Officer of Educational Services.

BB 9020(e)

BOARD ROLE – HEAD START/EARLY HEAD START PROGRAMS (continued)

- (5) One panel member selected in accordance with the procedure described below in Section 3.B.

All panel members should be selected based on their considered fairness and impartiality. The selected panel members may not be paid for rendering services as panel members; however, they may receive travel and child care reimbursement should the party's policies allow for such reimbursement.

- B. The County Board and County Superintendent and the Council's Executive Committee shall have fifteen (15) working days to identify their respective panel members. The six (6) panel members shall then convene within five (5) working days to elect the seventh panel member. The six panel members shall have five (5) working days to select the seventh member from a list of personnel from Orange, Riverside, and San Bernardino County Head Start Grantee agencies. On the last day of the five (5) days, if the panel members have not selected the seventh member, they shall conduct a lottery of the names of personnel from this list. The selection of the seventh member by lottery shall be final.
- C. All seven members of the Dispute Resolution Group shall convene no later than fifteen (15) working days following notification of appointment of all members. In the event a panel member cannot continue participation in the Dispute Resolution Group for any reason, a replacement panel member shall not be provided or allowed. The Dispute Resolution Group shall meet during the subsequent fifteen (15) working days to resolve the dispute and reach a decision. A decision shall be supported by a four-person majority.

Findings

Findings of the Dispute Resolution Group shall be binding upon the County Board, County Superintendent and Policy Council unless review by LACOE's Office of General Counsel indicates that such findings violate federal or state laws.

Appeal Process for Current or Prospective Head Start/Early Head Start Delegate Agencies

It is LACOE policy to comply with all laws and regulations pertaining to Head Start and Early Head Start. The Head Start Reauthorization of 2007 requires all grantees to provide their delegate agencies (and prospective delegate agencies) with written appeal procedures in the instances described below. This appeal policy applies when LACOE:

1. Fails to act on an application from a current or prospective delegate agency within 30 days;

BB 9020(f)

BOARD ROLE – HEAD START/EARLY HEAD START PROGRAMS (continued)

2. Rejects or substantially rejects a funding application from a current delegate agency within 30 days of receipt;
3. Rejects a funding application from a prospective delegate agency (prospective delegate agencies have no appeal of a substantial reduction as there is no contract or funding with a prospective delegate agency) or;
4. Terminates a contract for services with a current delegate agency during a funded program year.

Legal Requirements

Any reference to Head Start includes Early Head Start unless specifically indicated that the procedure applies only to one or the other program. In no instance does an agency receiving State Preschool (CSPP) or General Child Care (CCTR) funds from LACOE have appeal rights under these procedures.

Standards for terminating a current delegate agency agreement or rejecting a funding application from a current or prospective delegate agency are set out in the Head Start Administrative Regulations, 45 Code of Federal Regulations (CFR) Part 1303 Subpart C – “Appeals by Current or Prospective Delegate Agencies” and in the Head Start-State Preschool Division’s Grantee Instructional Memo (GIM – Ongoing Monitoring) in the case of current LACOE delegate agencies.

Appeals of current or prospective delegate agencies of LACOE procedures for Requests for Qualifications (RFQ) and/or Requests for Proposals (RFP) will follow LACOE Business Operations procedures and are in addition to the appeal process outlined in this Board policy. However, in all cases, a current or prospective delegate must be informed of the right to submit an appeal directly to the Office of Head Start (OHS) if the current or prospective delegate’s application is rejected because of failure to follow LACOE/RFQ/RFP policies and procedures.

However, in all cases, a current or prospective delegate must be informed of the right to submit an appeal directly to the Office of Head Start (OHS) if the current or prospective delegate’s application is rejected because of failure to follow LACOE RFQ/RFP policies and procedures.

The Office of Head Start (OHS) regulations indicate, “a failure to appeal to the grantee regarding its decision to reject an application, terminate an agreement, or failure to act on an application shall bar any appeal to the responsible HHS official”.

These appeal procedures do not apply to any of the following circumstances:

1. Any contract for services other than a current delegate agency;

BB 9020(g)

BOARD ROLE – HEAD START/EARLY HEAD START PROGRAMS (continued)

2. Funding applications from current delegate agencies for cost-of-living allowances (COLA), program improvement funds (PIF), or quality improvement funds (QI);
3. A current delegate agency's contract funding is being reduced by less than 20% of its current funding level;
4. A current delegate agency's funding is being suspended;
5. A current delegate agency's audit and disallowed costs;
6. LACOE-funded California State Preschool (CSPP) or General Child Care (CCTR) programs; or
7. LACOE decision to fund a proposed delegate agency or a current delegate agency in the first year of any future competitive or non-competitive five-year grant award periods from the Office of Head Start.

The procedures for the receipt, announcement, and conduct of any appeal referred to above are located in the Head Start-State Preschool Standard Operating Procedure (SOP) for current or prospective delegate agency appeals.

Procedural Responsibility

In accordance with the July 15, 2014, "Memorandum of Understanding for Operation of Head Start Program," approved by the County Superintendent and the County Board of Education (County Board), the following procedural responsibilities will apply:

1. Selection of delegates: The County Superintendent chooses delegates through competitive bid; selects their service areas; and enters into delegate contracts. The County Superintendent will share information on the process and outcome with the County Board.
2. Failure to act on an application from a current or prospective delegate within 30 days: The County Superintendent implements appeal procedures based on failure to act within 30 days on a current or prospective delegate application.
3. Rejection or substantial rejection of a funding application from a current delegate: The County Superintendent is responsible for rejecting or substantially rejecting a funding application from a current delegate.
4. Rejection of a funding application from a prospective delegate agency: The County Superintendent is responsible for rejecting an application from a prospective delegate agency.

BB 9020(h)

BOARD ROLE – HEAD START/EARLY HEAD START PROGRAMS (continued)

5. Termination of a contract with a current delegate during a program year: The County Board approves or disapproves County Superintendent's recommendations to terminate current delegate contracts.
6. Substantial funding reductions of a current delegate during the course of a program year: The County Board approves or disapproves County Superintendent's recommendations to reduce the total funding award for current delegates by 20 percent or more during the course of a current program year.

The County Superintendent will handle all implementation processes involving any appeal allowed by Head Start law or regulations. Absent specific responsibility as outlined in the "Memorandum of Understanding for Operation of Head Start Program", dated July 15, 2014, the County Superintendent will be responsible for making decisions regarding any appeals and reporting his/her actions to the County Board.

The Division Director, Head Start-State Preschool, ensures compliance with the divisional GIM and SOP relating to the "Appeal Procedures for Current or Prospective Delegate Agencies" in accordance with provisions of 45 CFR Part 1303.20.

The Executive Director, Business and Finance, ensures compliance with all procedures relating to the RFQ and/or RFP processes as to any agency seeking to compete for Head Start funding as a current or prospective delegates.

Initiation of Appeal Procedures for Current Delegates

If, after providing delegates all required assessments, technical assistance, and opportunities to correct deficiencies in a refunding application or its operations, the LACOE Head Start Director determines that rejecting an application or terminating a contract is required, s/he will notify the County Superintendent/designee.

A. Notice to a Current Delegate Agency

The County Superintendent must give prompt, fair, and adequate consideration to applications submitted by a prospective delegate agency to operate Head Start or Early Head Start programs. The failure of the County Superintendent to act and give formal notice of that action within 30 days of receiving an application is deemed as a rejection of the application. (45 CFR Part 1303.20(a))

B. Selection of the LACOE Designated Reviewer

Prior to August 1, the Head Start Director will review the LACOE staff roster for potential "designated reviewers." The Head Start Director will identify a minimum of three current or former LACOE employees or external consultants as designated reviewers. The designated reviewer cannot be a HS-SP Division employee. The list will be submitted to the County Superintendent no later than September 1 of each year for approval.

BB 9020(i)

BOARD ROLE – HEAD START/EARLY HEAD START PROGRAMS (continued)

The designated reviewer must:

1. Be knowledgeable about Head Start/Early Head Start programs, regulations, and legal contracts/grants
2. Have no involvement with the original application rejection
3. Have no personal interest or bias in the matter that may prevent an objective, impartial review all information relevant to this case

The County Superintendent will review, approve and rank the list of potential reviewers. The Head Start Director will schedule a training session for the approved reviewers no later than November 1 of each year. The training will include a review of appeal procedures, the federal regulations, Head Start law, and the current LACOE delegate contract. The training will provide the designated reviewers the timetable for the refunding process including the date(s) applications are due at the Head Start Division office; the cutoff date for LACOE's completed application review, and the deadline for delegates to submit appeals.

C. Appeal of LACOE's Failure to Act on an Application from a Current Delegate

It is LACOE's policy to respond to every application received from a delegate; however, if a delegate does not receive a response from LACOE within the 30-day review period, the agency must adhere to the following actions to appeal LACOE's inaction. 1303.20(a)

If the delegate does not appeal to LACOE, the agency is barred from any appeal to the responsible Health and Human Services (HHS) official. 1303.20(g)

D. Appeal of the Whole or Substantial Rejection of a Refunding Application from a Current Delegate Agency within the 30-Day Review Period

1. The grantee may not reject the application of a delegate based on defects or deficiencies in the application without first: 1303.20(e)
 - A. Notifying the delegate of the defects and deficiencies
 - B. Providing technical assistance for the delegate to correct the defects and deficiencies
 - C. Giving the delegate the opportunity to make appropriate corrections

BB 9020(j)

BOARD ROLE – HEAD START/EARLY HEAD START PROGRAMS (continued)

2. If a delegate receives Notice that its refunding application has been rejected, in whole or substantially, the Notice must provide the reasons for the decision and include a statement that the delegate has a right to appeal the decision within 10 workdays of receiving the Notice. No additional documentation supporting the appeal can be submitted by the delegate after this deadline. The following actions will occur upon sending Notice in anticipation of an appeal. 1303.20(b)
3. The LACOE Head Start Director will notify the County Superintendent (at the time Notice is sent to the delegate of the rejection), of the need to identify a designated reviewer in the event there is an appeal.
 - A. The County Superintendent will notify the County Board through a Board Report of the decision to reject the application.

E. Appeal When the Grantee Terminates a Contract with a Current Delegate Agency

1. The grantee may not terminate the operations of a delegate agency based on defects or deficiencies in the operation of the program without first: 1303.20(e)
 - A. Notifying the delegate agency of the defects and deficiencies
 - B. Providing, or providing for, technical assistance so the delegate can correct defects and deficiencies
 - C. Giving the delegate the opportunity to make appropriate corrections
2. After meeting all of the above requirements, if the delegate agency fails or refuses to make the necessary corrections in its program operations, the LACOE Head Start Director shall notify the County Superintendent of plans to terminate a delegate contract and the need to identify a designated reviewer in the event there is an appeal of LACOE's decision. The County Superintendent will notify the County Board of the decision to terminate the contract.

F. Appeal of the Grantee's Failure to Act on an Application from a Prospective Delegate Agency

If a prospective delegate agency receives no response from LACOE regarding its application within the 30-day review period, the following actions are required if the agency chooses to appeal LACOE's inaction. (45 CFR Part 1303.20(a))

If the prospective delegate agency does not appeal, the agency is barred from any appeal to the responsible Health and Human Services (HHS) official. (45 CFR Part 1303.20(g))

BB 9020(k)

BOARD ROLE – HEAD START/EARLY HEAD START PROGRAMS (continued)

1. The prospective delegate agency may appeal to LACOE in fifteen (15) workdays of the end of the 30-day grantee review period. (45 CFR Part 1303.20(b))
2. Upon receipt of the appeal, LACOE's Head Start Director has two days to prepare a proposed response to the prospective delegate agency. The Head Start Director must send this response to the LACOE designated reviewer in two days for a review and to make necessary revisions for approval by the County Superintendent or designee to formally notify the prospective delegate agency of LACOE's response within the five-day response period. The County Superintendent will notify the County Board of Education of his/her decision regarding the appeal of the prospective delegate agency. (45 CFR Part 1303.20(f))
3. If the grantee rejects the agency's appeal, the prospective delegate agency may submit an appeal to the responsible Health and Human Services (HHS) official, with a copy to LACOE, within 10 workdays after receipt of the grantee's final decision. (45 CFR Part 1303.20(d))
4. The appeal must set forth the grounds for the appeal. (45 CFR Part 1303.20(d))
5. An appeal filed pursuant to a grantee failing to act on a prospective delegate agency's application within the 30-day grantee review period need only contain a copy of the application, the date filed, and any proof of the date the grantee received the application. No additional supporting appeal documentation can be submitted by the prospective delegate agency after the 10-workday deadline in #3 above. (45 CFR Part 1303.20(f))
6. The grantee must provide the responsible HHS official with a response to the prospective delegate agency's appeal within ten (10) workdays of receiving the materials served by the prospective delegate agency. The grantee's response must relate to the items specified by the agency in its appeal to HHS, why the grantee acted properly, and any other facts that support the grantee's position of why action was not taken on the prospective delegate agency's application. (45 CFR Part 1303.21(f))

G. Appeal of the Grantee's Rejection of an Application from a Prospective Delegate Agency within the Thirty (30) Day Review Period

1. If a prospective delegate agency receives Notice that its application has been rejected, the Notice must provide the reasons for the decision and include a statement that the applicant has a right to appeal the decision within 10 work days of receiving the Notice. No additional documentation supporting the appeal can be submitted by the prospective delegate agency after this deadline. The following actions will occur upon sending notice in anticipation of receipt of an appeal from the agency. [1303.20(b)]

BB 9020(1)

BOARD ROLE – HEAD START/EARLY HEAD START PROGRAMS (continued)

2. LACOE's Head Start Director shall notify the County Superintendent at the time rejection notice is sent to the prospective delegate agency of the need to appoint one of the designated reviewers in the event of an appeal. The County Superintendent will notify the Board of Education of the decision to reject an application from a prospective delegate agency.
3. If the prospective delegate agency does not appeal, the agency is barred from any appeal to the responsible HHS official.
4. If an applicant submits an appeal, the grantee has five days to review the written appeal and issue its decision to the prospective delegate agency. The Head Start Director will have two days to prepare a proposed response to the agency's appeal and forward the response to the designated reviewer. [1303.20(f)]
5. The designated reviewer will determine the following, based on a review of all submitted documentation by the prospective delegate agency, which must state:
 - A. Whether, when, and how the grantee advised the prospective delegate agency of alleged defects and deficiencies in the agency's application prior to sending the rejection notice;
 - B. Whether the grantee provided the prospective delegate agency reasonable opportunity to correct the defects or deficiency and the details of the opportunity that was given;
 - C. If the grantee provided or provided for technical advice, consultation, or assistance concerning the correction of the defects and deficiencies;
 - D. The steps or measures undertaken by the prospective delegate agency to correct the defects or deficiencies;
 - E. When and how the grantee notified the agency of its decision, whether the grantee told the prospective delegate agency the reasons for its decision, how the reasons were communicated to the agency and what those reasons were;
 - F. If the agency believes the grantee acted arbitrarily or capriciously, why the agency believes this to be true; and,
 - G. Any other facts supporting the agency's appeal of the grantee's decision.
6. By the end of the fourth day of the five-day appeal review period, the designated reviewer must provide the LACOE County Superintendent or designee with a recommendation to sustain LACOE's initial decision to reject the application, or to uphold the prospective delegate agency's appeal.

BB 9020(m)

BOARD ROLE – HEAD START/EARLY HEAD START PROGRAMS (continued)

7. If the County Superintendent accepts granting the appeal and overturns LACOE's initial decision, LACOE will grant approval of the application with any required modifications to meet all federal, state and local requirements by the prospective delegate agency. The County Superintendent or designee must notify the prospective agency of the decision by the end of the fifth day.
8. If the County Superintendent sustains the earlier rejection of an application, the prospective delegate agency may appeal, in writing, to the responsible HHS official within 10 workdays after receiving the Grantee's final decision to reject the application, with a copy of all appeals documentation submitted simultaneously to LACOE. The County Superintendent will notify the Board of Education of the decision to reject an application from a prospective delegate agency.
9. The prospective delegate agency's appeal must fully set forth the grounds for the appeal. The agency must state:
 - A. Whether, when, and how the grantee provided reasonable opportunity to correct the defects or deficiency,
 - B. The details of the opportunity and if the grantee itself provided, or provided for technical assistance,
 - C. The steps undertaken by the prospective delegate agency to correct the defects or deficiency,
 - D. When and how the grantee notified the prospective delegate agency of its decision,
 - E. Whether the grantee told the prospective delegate agency the reasons for its decision and how such reasons were communicated to the agency and what those reasons were,
 - F. If the prospective delegate agency believes the grantee acted arbitrarily or capriciously and why the agency believes this to be true, and
 - G. Any other facts supporting the prospective delegate agency's appeal of the grantee's decision. If the agency desires the responsible HHS official to hold an informal meeting, the agency must request that informal meeting at the time of its appeal to HHS.
10. The grantee must respond to the prospective delegate agency's appeal to the responsible HHS official within 10 workdays of receipt of the materials served by the delegate agency. The grantee's response must relate to the items specified by the agency in its appeal to HHS (see #9 above), why the grantee acted properly, and any other facts that support the grantee's position. 1303.21(f)

BB 9020(n)

BOARD ROLE – HEAD START/EARLY HEAD START PROGRAMS (continued)**Regulations are Time-Sensitive**

Head Start regulations regarding appeals are extremely time-sensitive and the time frames established in the Head Start-State Preschool GIM and SOP must be followed to avoid any possible “technical” finding by OHS in favor of the appellant for LACOE failure to comply. OHS is compelled to uphold a delegate or LACOE if either party does not meet the time frames.

*Legal Reference:*UNITED STATES CODE, TITLE 206319 *Qualifications for teachers and paraprofessionals*6381-6381k *Even Start family literacy programs*6391-6399 *Education of migratory children*UNITED STATE CODE, TITLE 429831-9852 *Head Start programs*9858-9858q *Child Care and Development Block Grant*CODE OF FEDERAL REGULATIONS, TITLE 451301-1310 *Head Start**Management Resources:*CSBA PUBLICATIONS*Expanding Access to High-Quality Preschool Programs: A Resource and Policy Guide for School Leaders, 2005*U.S. DEPARTMENT OF EDUCATION PUBLICATIONS*Good Start, Grow Smart, April 2002*WEB SITESCSBA: <http://www.csba.org>California Head Start Association: <http://caheadstart.org>California Preschool Instructional Network: <http://www.cpin.us>Child Development Policy Institute: <http://www.cdpi.net>National Institute for Early Education Research: <http://nieer.org>Preschool California: <http://www.preschoolcalifornia.org>U.S. Department of Education: <http://www.ed.gov>

Board Meeting – October 21, 2014

Item IX. Recommendations

- C. Appointment to California School Boards Association (CSBA) Delegate Assembly and California County Boards of Education (CCBE) Board of Directors

On September 23, 2014, the County Board approved the nomination of two Board Members to be appointed to CSBA Delegate Assembly and CCBE Board of Directors. We have been informed by CSBA that only one Board member may serve in the appointment of CSBA Delegate Assembly / CCBE Board of Directors.

The County Board will discuss and consider communication received from CSBA to appoint one representative to the CSBA Delegate Assembly and CCBE Board of Directors.

A current vacancy exists to fill the current two-year term, which ends on March 31, 2016.

Robles_Beatrice

Subject: FW: Memo to Superintendent Delgado
Attachments: DA AppointmentForm_LACOE.PDF; DA Appointed biographical sketch form_LACOE.PDF; Leadership Meeting Schedules 2014.pdf; Leadership Meeting Schedules 2015.pdf; Appointment Memo to replace Rudell Freer- Los Angeles COE.DOCX

From: Lisa Kenney [<mailto:lkenney@csba.org>] **On Behalf Of** Vernon M. Billy
Sent: Thursday, October 09, 2014 3:48 PM
To: Johnson_Adriana
Subject: Memo to Superintendent Delgado

Dear Adriana,

Below is the memo and attached are the materials that Vernon Billy, CEO & Executive Director of CSBA, asked me to send on his behalf to Superintendent Delgado. Please let me know if you have any questions.

Thank you,

Lisa
Lisa Kenney
Executive Assistant
California School Boards Association
916-669-3299
lkenney@csba.org

\\\\\\\\\\\\\\\\

October 8, 2014

MEMORANDUM

TO: Dr. Arturo Delgado, Superintendent and Members of the Los Angeles County Office of Education
FR: Vernon Billy, CEO and Executive Director, CSBA
RE: Appointment of LACOE Board Member to CSBA's Delegate Assembly

As you are aware, for many years your former colleague, Rudell Freer, was appointed by your board to serve as the Region 21 County Delegate to CSBA's Delegate Assembly. Region 21 is comprised of both the Los Angeles Unified School District and the Los Angeles County Office of Education. Rudell's retirement has resulted in a vacancy on both CSBA's Delegate Assembly and CCBE's Board of Directors.

CSBA's Standing Rule 52 (a) (1) states that when there is only one county board within a geographic region, that board may appoint one of its members to the County Delegate position. According to Standing Rule 52, the county Delegate position from the Los Angeles County Board of Education shall be allocated to Region 21. CSBA's governance structure includes 21 geographic regions, each entitled to two Delegates and to one county board member. There are, however, only 18 county Delegates because a single county, Los Angeles, encompasses a total of four regions (21, 22, 23, and

24). It is these 18 county Delegates, who make up CCBE's Board of Directors because in addition to serving on CSBA's Delegate Assembly, Regional County Delegates serve on the California County Boards of Education (CCBE) Board of Directors. Under CCBE's Bylaws, Article V, Section 1,

There shall be a Board of Directors composed of:

- a. The Executive Committee, which will not be counted in the determination of a quorum.
- b. Eighteen (18) delegate assembly members, who represent county boards elected from the CSBA geographic regions.

CCBE was recognized by CSBA as a "section" of CSBA in the 1950s following a major statutory and constitutional revision of county offices of education. CCBE became the entity that provided statewide representation for county board members within the CSBA governance structure. As stated above, CCBE's Board of Directors are not elected separately or under another process. Instead, they are the same individuals who were elected or appointed to CSBA's Delegate Assembly and CCBE's Bylaws provides that these same individuals are to be "Elected from the CSBA geographic regions" to their (CCBE's) Board of Directors. Thus, it is not possible to have a CCBE Director who is not a CSBA Delegate because as stated above, it is from CSBA's Delegate Assembly that CCBE's Directors come from.

CSBA Standing Rule 57 also states: "If there is only one county in the region, that board shall make the appointment to fill the vacancy." The LACOE Board of Trustees is eligible to make a direct appointment to CSBA's Delegate Assembly because it is the only county board in the Region. (There are a number of regions who must elect their county Delegate because there are multiple counties within the region.)

At an upcoming meeting of the LACOE Board, a vote should be taken appointing one member of the Board to CSBA's Delegate Assembly. That person then "automatically" becomes a member of CCBE's Board of Directors by virtue of the fact that he or she is a CSBA County Delegate. No separate action is required by the Board and no additional board member can be appointed because Region 21 has only one County Delegate seat.

You will find attached a memo from CSBA President Josephine Lucey, appointment form, a biographical sketch to be completed by the appointee, as well as meeting dates for the remainder of the year and for next year. Please do not hesitate to contact me should you have any questions. I hope I have adequately addressed the questions the Board may have about this matter.

Thank you.

Attachments



Delegate Assembly Appointment Form

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax 916.371.3407

CSBA Region/Subregion # 21 /

The Board of Education of the _____
(School District or COE)

wishes to appoint: _____ to the
(Appointee)

CSBA Delegate Assembly term beginning immediately upon appointment through
March 31, 2016.

- The appointee has consented to this appointment, and
- Attached is the appointee's required one-page, single-sided candidate biographical sketch form and optional one-page, single-sided résumé, or
- The appointee's required one-page, single-sided candidate biographical sketch form and optional one-page, single-sided résumé will be sent by the deadline date.

Board Clerk or Board Secretary (signed)

Date

Board Clerk or Board Secretary (printed)

PLEASE NOTE: The appointment and candidate biographical sketch forms must be returned, faxed to (916) 371-3407 or mailed with U.S.P.S. postmark to CSBA, Attn: Leadership Services, 3251 Beacon Blvd., West Sacramento, CA 95691. Please contact CSBA Leadership Services at (800) 266-3382 should you have any questions. Thank you.



Appointed Delegate Assembly Biographical Sketch Form

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA
95691 | or fax 916.371.3407

Please complete, sign and date this **required one-page** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this **one-page** candidate form will **not** be accepted.

Name: _____	CSBA Region: _____
District or COE: _____	Years on board: _____
Contact Number: _____	E-mail: _____

Are you a continuing Delegate? Yes No If yes, how long have you served as a Delegate?

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

Your signature indicates your consent to serve as an appointed CSBA Delegate.

Signature

Date



EXECUTIVE COMMITTEE, BOARD OF DIRECTORS & DELEGATE ASSEMBLY 2014 MEETING CALENDAR

(As of 8/20/13)

<u>DATE</u>	<u>DAY(S)</u>	<u>MEETING</u>	<u>LOCATION</u>
JAN 24	FRI	EXECUTIVE COMMITTEE	SACRAMENTO
JAN 25-26	SAT-SUN	BOARD OF DIRECTORS	SACRAMENTO
MAR 21	FRI	EXECUTIVE COMMITTEE	SACRAMENTO
MAR 22-23	SAT-SUN	BOARD OF DIRECTORS	SACRAMENTO
MAY 15	THUR	EXECUTIVE COMMITTEE	SACRAMENTO
MAY 16	FRI	BOARD OF DIRECTORS	SACRAMENTO
MAY 17-18	SAT-SUN	DELEGATE ASSEMBLY	SACRAMENTO
SEPT 26	FRI	EXECUTIVE COMMITTEE	SACRAMENTO
SEPT 27-28	SAT-SUN	BOARD OF DIRECTORS	SACRAMENTO
DEC 11	THUR	EXECUTIVE COMMITTEE	SAN FRANCISCO
DEC 12	FRI	BOARD OF DIRECTORS	SAN FRANCISCO
DEC 13-14	SAT-SUN	DELEGATE ASSEMBLY	SAN FRANCISCO
DEC 14-16	SUN-TUES	ANNUAL CONFERENCE	SAN FRANCISCO

HOLIDAYS (OFFICE CLOSED)

Wednesday, January 1	New Year's
Monday, January 20	Martin Luther King Day
Monday, February 17	Presidents Day
Monday, May 26	Memorial Day
Friday, July 4	Independence Day
Monday, September 1	Labor Day
Tuesday, November 11	Veterans Day Observance
Thursday, November 27	Thanksgiving Day
Friday, November 28	CSBA Holiday
Thursday, December 25	Christmas Day



**EXECUTIVE COMMITTEE, BOARD OF DIRECTORS
&
DELEGATE ASSEMBLY**

2015 MEETING CALENDAR

<u>DATE</u>	<u>DAY(S)</u>	<u>MEETING</u>	<u>LOCATION</u>
FEB 6	FRI	EXECUTIVE COMMITTEE	SACRAMENTO
FEB 7-8	SAT-SUN	BOARD OF DIRECTORS	SACRAMENTO
MAR 27	FRI	EXECUTIVE COMMITTEE	SACRAMENTO
MAR 28-29	SAT-SUN	BOARD OF DIRECTORS	SACRAMENTO
MAY 14	THUR	EXECUTIVE COMMITTEE	SACRAMENTO
MAY 15	FRI	BOARD OF DIRECTORS	SACRAMENTO
MAY 16-17	SAT-SUN	DELEGATE ASSEMBLY	SACRAMENTO
SEPT 25	FRI	EXECUTIVE COMMITTEE	SACRAMENTO
SEPT 26-27	SAT-SUN	BOARD OF DIRECTORS	SACRAMENTO
NOV 30	MON	EXECUTIVE COMMITTEE	SAN DIEGO
DEC 1	TUES	BOARD OF DIRECTORS	SAN DIEGO
DEC 2-3	WED-TH	DELEGATE ASSEMBLY	SAN DIEGO
DEC 3-5	THUR-SAT	ANNUAL CONFERENCE	SAN DIEGO

Board Meeting – October 21, 2014

Item X. Informational Items

A. Governmental Relations

Dr. Delgado will provide an update on Governmental Relations.

Board Meeting –October 21, 2014

Item X. Informational Items

B. Board Committee / Liaison Reports

Board members serving as Committee/Liaison representatives will report on their activities.

Board Meeting — October 21, 2014

Item X. Informational Items

C. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, Follow up

Board meetings scheduled for 2014-2015 are listed on the following pages. The calendar is presented for discussion, to establish meeting times, and to receive Board members' requests for future agenda items.

This process will facilitate planning for Board meetings.

10/21/2014

**LOS ANGELES COUNTY
BOARD OF EDUCATION
MEETING CALENDAR**

October 21, 2014 – June 30, 2015

<p>OCTOBER 21 2014 2:00 Board Curriculum, Instruction and Assessment Committee Meeting 3:00 Board Meeting Public Hearing: Public Hearing on Charter Revocation for Wisdom Academy for Young Scientists (WAYS), Grades K-5 Consent Rec: Acceptance of Project Funds No. 4 Closed Session: <u>Conference with Legal Counsel – Potential Litigation – One Case Pursuant to Government Code Section 54956.9(b)</u> Closed Session: Personnel Matter Regarding Superintendent – Pursuant to Government Code Section 54957.6 Rec: Resolution Regarding Setting of Salary of Los Angeles County Superintendent of Schools Rec: <u>Approval of First Reading Board Policy BP 6162.5 (Student Assessment), BP 5131.62 (Tobacco), BB 9130 (County Board Committees), BP 0200 (Board Priorities for LACOE), BB 9000 (Role of the Board), BP 5148.4 (Parent Engagement in the Head Start and Early Head Start Program), BB 9020 (Board Role – Head Start/Early Head Start Programs)</u> Rec: <u>Appointment to California School Boards Association (CSBA) Delegate Assembly and California County Boards of Education (CCBE) Board of Directors</u> Interdistrict Attendance Appeals 1. Brielle B. v. Los Angeles USD * 2. Anika K. v. Los Angeles USD * 3. Joshua O. v. Los Angeles USD * 4. Anthony R. v. El Rancho USD * *Pending Appeal Hearing #1000 Schools List AB – AB2444</p>	
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<p>NOVEMBER 4 2014 2:00 Board Finance Committee Meeting 3:00 Board Meeting Presentation: Recognition of Head Start Golden Apple Awards Rec: The County FY 2014-15 Budget to Actuals Report with Budget Revisions Rec: <u>Approval of Second Reading and Adoption of Board Policy BP 6162.5 (Student Assessment), BP 5131.62 (Tobacco), BB 9130 (County Board Committees), BP 0200 (Board Priorities for LACOE), BB 9000 (Role of the Board), BP 5148.4 (Parent Engagement in the Head Start and Early Head Start Program), BB 9020 (Board Role – Head Start/Early Head Start Programs)</u> Interdistrict Attendance Appeals 1. Roy Oporto v. Los Angeles USD (Spanish Interpreter) 2. Dunia C. v. Los Angeles USD (Spanish Interpreter) 3. Ava B. v. Los Angeles USD * 4. Nathalie M. v. Los Angeles USD * 5. Uriah S. v. Los Angeles USD * 6. Jesus G. v. Los Angeles USD * 7. Mariel R. v. Los Angeles USD * 8. Dwayne M. v. Los Angeles USD * 9. Matthew R. v. Los Angeles USD * 10. Rachel R. v. Los Angeles USD * 11. Rafayel S. v. Los Angeles USD * 12. Ashat S. v. Los Angeles USD * Expulsion Appeals 1. Case #1314-007 v. Los Angeles USD (Closed Session)</p>	<p>NOVEMBER 11 (<i>Veteran's Day</i>) 2014 No Meeting</p> <p>NOVEMBER 18 2:00 Board Curriculum, Instruction and Assessment Committee Meeting 3:00 Board Meeting Presentation: <u>Recognition of Head Start Golden Apple Awards</u> Rpt: Williams Legislation 2014 Annual Report on Finding of 2013-14 School Visits and Monitoring (ASM) Rec: Approval of the Single Plans for Student Achievement (Title I) for Educational Programs, Soledad Enrichment Action (SEA) Charter School, and the Group Homes and Foster Family Agencies Served under the Los Angeles County Office of Education Title I Programs</p> <p>*Pending Appeal Hearing #1000 Schools List AB – AB2444</p>
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<p>DECEMBER 2 2014 2:00 Board Finance Committee Meeting 3:00 Board Meeting Rec: The County FY 2014-15 Budget to Actuals Report with Budget Revisions</p> <p>DECEMBER 9 11-1:00 p.m. Board/Cabinet Holiday Luncheon 2:00 Board Audit Committee Meeting 3:00 Board Meeting Rpt: Head Start Certification Health & Safety Screener Rec: First Interim Report on the Financial Condition of the County Office Rec: Comprehensive Annual Financial Report (CAFR) for the Fiscal Year ended June 30, 2014 (Enclosure)</p>	<p>DECEMBER 17 (<i>Wednesday</i>) 2014 2:00 Board Curriculum, Instruction and Assessment Committee Meeting 3:00 Board Meeting</p>
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<p>JANUARY 6 2015 2:00 Board Finance Committee Meeting 3:00 Board Meeting Rec: The County FY 2014-15 Budget to Actuals Report with Budget Revisions</p> <p>JANUARY 13 2:00 Board Curriculum, Instruction and Assessment Committee Meeting 3:00 Board Meeting Rpt: Williams Uniform Complaint Procedure Quarterly Report for Educational Programs, October 1 to December 31, 2014</p>	<p>JANUARY 20 2015 3:00 Board Retreat Study Session: FCMAT Meeting with Joel Montero and Team</p>
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<p>FEBRUARY 3 2015 2:00 Board Finance Committee Meeting 3:00 Board Meeting Presentation: Introduction of Head Start-State Preschool Policy Council Executive Members to the Board of Education Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National School Counselors Week (SSS) Rec: The County FY 2014-15 Budget to Actuals Report with Budget Revisions</p> <p>FEBRUARY 10 3:00 Board Meeting</p>	<p>FEBRUARY 17 2015 2:00 Board Curriculum, Instruction and Assessment Committee Meeting 3:00 Board Meeting Presentation: Meeting of the Board/Superintendent/Personnel Commission Public Hearing: Disposal of Textbooks and Instructional Materials for Educational Programs School Sites Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: 2014-15, to recognize March ____, 2015 as Week of the School Administrator in Los Angeles County Rec: Approval of Educational Programs 2014-15 Textbooks and Instructional Materials Disposal List</p>
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<p>MARCH 3 2015 2:00 Board Finance Committee Meeting 3:00 Board Meeting Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: 2014-15, to establish a week during the Month of April as Public Schools Month Rec: The County FY 2014-15 Budget to Actuals Report with Budget Revisions</p> <p>MARCH 10 2:00 Board Policy Committee Meeting 3:00 Board Meeting Rpt: Head Start/Early Head Start 2015-16 Funding Application (Year 2)</p>	<p>MARCH 17 2015 2:00 Board Curriculum, Instruction and Assessment Committee Meeting 3:00 Board Meeting Presentation: Recognition of the winners of the Los Angeles County Office of Education's Ninth Annual Student Art Exhibition, and the Eighth Annual Los Angeles County Regional Poetry Out Loud Competition Consent Rec: Approval of the Extended School Year Calendar for Educational Programs Division of Special Education Rec: Second Interim Report on the Financial Condition of the County Office Rec: Approval of Head Start-Early Head Start 2015-16 Funding Application (Year 2)</p>
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<p>APRIL 7 2015 2:00 Board Finance Committee Meeting 3:00 Board Meeting Presentation: 2014-15 Los Angeles County Academic Decathlon Winners Presentation: Recognition of the 2014-15 Winners of the 10th Annual Los Angeles County Spelling Bee Consent Rec: Approval of the Extended School Year Calendar for the Division of Special Education (DSE) Rec: The County FY 2014-15 Budget to Actuals Report with Budget Revisions</p> <p>APRIL 14 2:00 Board Audit Committee Meeting 3:00 Board Meeting Presentation: Recognition of 2015 Science Competition and Events Rpt: Los Angeles County Office of Education’s Proposed 2015-16 Budget Rpt: Williams Uniform Complaint Procedure Quarterly Report for Educational Programs, January 1 to March 31, 2015</p>	<p>APRIL 21 2015 2:00 Board Curriculum, Instruction and Assessment Committee Meeting 3:00 Board Meeting Consent Rec/Bd. Res.: Adoption of Board Resolution No. __ to recognize May ____, 2015, as El Dia del Maestro, or Day of the Teacher, in Los Angeles County Consent Rec/Bd. Res.: Adoption of Board Resolution No. __ to recognize May ____, 2015 as Classified School Employees Week in Los Angeles County</p>
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<p>MAY 5 2015 2:00 Board Finance Committee Meeting 3:00 Board Meeting Presentation: Career Technical Education (CTE) Student Recognition Presentation Presentation: Day of the Teacher 2015 Consent Rec: Adoption of Board Resolution No. __: to recognize May __, 2015, as National School Nurse Day Rec: The County FY 2014-15 Budget to Actuals Report with Budget Revisions</p> <p>MAY 12 2:00 Board Policy Committee Meeting 3:00 Board Meeting Presentation: Classified Employees Week Rpt: Los Angeles County Office of Education’s Proposed 2015-16 Budget Rpt: Self-Assessment & Program Improvement Plan (HS)</p>	<p>MAY 19 2015 2:00 Board Curriculum, Instruction and Assessment Committee Meeting 3:00 Board Meeting Presentation: Juvenile Court Schools 2015 Academic Bowl Rec: Approval of Self-Assessment & Program Improvement Plan HS</p>
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<p>JUNE 2 2015 2:00 Board Finance Committee Meeting 3:00 Board Meeting Presentation: History Day Awards 2015 Consent Rec: Approval of Annual Distribution of United States Forest Reserve Funds Rec: The County FY 2015-16 Budget to Actuals Report with Budget Revisions Rec: Adoption of Board Resolution No. __: Short Term Cash Loans to School Districts in Los Angeles County Rec: Approval of the Los Angeles County Board of Education Schedule, 2015-2016, Establishment of meeting times, future agenda items, follow up</p> <p>JUNE 9 3:00 Board Meeting Presentation: Annual Service Awards Public Hearing: Local Control Accountability Plan (LCAP) Public Hearing: Adoption of 2015-16 Proposed Budget Rpt: Proposed 2015-16 Budget First Reading Rec: Adoption of Resolution No. _Education Protection Act</p>	<p>JUNE 16 2015 2:00 Board Curriculum, Instruction and Assessment Committee Meeting 3:00 Board Meeting Rec: Adoption of Local Control Accountability Plan (LCAP) Rec: Adoption of 2015-16 Proposed Budget</p>
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Wisdom Academy for Young Scientists

Final Decision on Revocation Pursuant to EC 47607(e)

Report to the Los Angeles County Board of
Education
November 18, 2014

History of Documented Concerns

2011:

- **Not Renewed by LAUSD:** Conflict of Interest, Lack of Governance,
- **LACOE Renewal Report:** Conflict of Interest, Failure to Follow Charter, Governance.
- **Renewal Granted:** Subject to conditions.
- **Notice of Investigation (EC 47604.4):** Failure to Follow/Implement Charter, Governance.

2012:

- **Report on Investigation:** Fiscal Mismanagement, Conflict of Interest, Lack of Board Fiscal and Operational Oversight
- **Mediation:** Entered into mediation to resolve issues related to conditions of authorization.

2013:

- **Notice:** Failure to Submit Audit within Legal Timeline
- **Notice:** Request for FCMAT Audit
- **Arbitration:** Entered binding arbitration to compel LAUSD to fulfill conditions of authorization
- **Notice of Concern:** Failure to Follow Charter, Law, Governance

Revocation Process: EC 47607

Step One:	<p>Notice of Violation <i>Issued: June 3, 2014</i></p> <p>Reasonable Opportunity to Remedy <i>Expired: July 31, 2014</i></p>
Step Two:	<p>Notice of Intent to Revoke/Notice of Facts in Support of Revocation <i>Issued: September 23, 2014</i></p> <p>Public Hearing held within 30 days <i>Held: October 21, 2014</i></p>
Step Three:	<p>Final Decision within 30 days* <i>Expires: November 20, 2014</i></p>

*May be extended for 30 days upon mutual agreement

Legal Authority EC 47607(c)(1-2)

Grounds for Revocation: The chartering authority finds, through a showing of substantial evidence, that the charter school did any of the following:

- Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Failed to meet or pursue any of the pupil outcomes identified in the charter.
- Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Violated any provision of law.

Required Consideration: Increases in pupil academic achievement for all groups of pupils most important factor in determining whether to revoke

Final Decision to Revoke and Accompanying Exhibits

ccs-apr 5item04
Attachment 8
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Grounds for Revocation

I. WAYS failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement. EC 47607(c)(1)(C)

- WAYS failed to meet GAAP and engaged in fiscal mismanagement
 - Lacks adequate internal controls
 - Engaged in related party transactions
 - Violated provisions of law

II. WAYS committed a material violation of...the conditions, standards, or procedures set forth in the charter. EC 47607 (c)(1)(A)

- WAYS' Board failed to exercise fiscal and institutional control
- WAYS' Board violated Charter Element 4: Governance
- WAYS' Board and Administrators violated Charter Element 5: Employee Qualifications

5

Remedies Proposed After July 31, 2014

WAYS actions subsequent to the remedy period

- Proposed charter management agreement with CEG
- Proposed material revision to reflect operation of WAYS by CEG
- September 23, 2014 letter to the County Board
- 2014-15 Fiscal and Operating Policies
- Executed contract for back office services and its addendum
- Change in Board members and Board training

Documents received November 14, 2014

- Termination of management agreement by CEG
- Three resignation letters

6

Efforts After July 31 Fail to Remedy

Contract with Celerity Educational Group (CEG)

- Fails to remedy governance, related party and fiscal violations
- Contract lacks necessary details and consistency
- CEG terminated its management agreement with WAYS on November 14, 2014, "due to [WAYS'] non compliance with key terms of the agreement".

Material Revision to Charter for Operation by CEG

- Cannot be considered remedy
 - Lacks required information necessary to comply with law
 - Is no longer applicable due to termination of Celerity's management agreement with WAYS

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Efforts After July 31 Fail to Remedy

2014-15 Fiscal & Operating Policies adopted Sept. 17

- Does not remedy internal control violations
 - Not aligned with charter or operational structure of WAYS
 - Does not provide for sufficient internal controls

Contract with Charter School Management Corp. (CSMC)

- Does not remedy internal control, GAAP, fiscal mismanagement violations
 - Relies on "truthfulness, completeness, and accuracy" ... "by WAYS"
 - Cannot be relied upon "to disclose errors, fraudulent financial reporting, and misappropriation of assets, or illegal acts that may exist" at the school

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Efforts After July 31 Fail to Cure

September 23 Letter to the County Board

- Offers no remedy beyond that provided in response to NOV.
- Provides a faulty analysis of the school's academic standing.

Addition of Board Members and Board Training

- Does not remedy governance concerns and violations of charter
 - Training provided in October did not fulfill proposed remedy stated in response to NOV
 - Members added in July lack experience
 - Members added in July and October were not selected in accordance with corporate bylaws
 - *The two qualified Board members added October 29, resigned on November 13, 2014*

Status of Previously Proposed Remedies

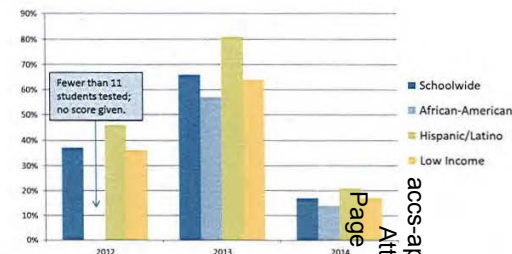
- WAYS did not replace its Executive Director or implement its Executive Director evaluation policy
- WAYS did not purchase the 706 E. Manchester Ave. site
- WAYS' Former Director of Operations is still under contract
- WAYS approved entering a contract with CEG to operate the school; however, it failed to submit material revision compliant with law and *CEG terminated the contract on November 14, 2014*
- WAYS did contract with a new back office provider (CSMC)
- WAYS' Board continues to operate in violation of the law and WAYS' charter

Academic Analysis

- WAYS has not demonstrated increases in academic achievement for all groups of pupils served by the school.
 - Schoolwide Growth API from 2006-07 to 2012-13 inconsistent
 - 2012-13 API is 110 points below its 2009-10 peak
 - Growth API for student groups follows the schoolwide trend
 - Proficiency rates in ELA and Math for all student groups decreased since 2009-10
 - 2013-14 resignation rate for English Learners less than 1%, which is lower than all resident schools

Academic Analysis

- WAYS has not demonstrated increases in academic achievement for all groups of pupils served by the school.
 - 2013-14 Grade 5 CST science proficiency decreased 49% over previous year and 61% from first year of operation
 - Outperformed by all schools of residence



Final Decision to Revoke and Accompanying Exhibits

accs-apr15item04
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Findings

- Substantial evidence of violations exists to revoke the charter pursuant to EC 47607(c)(1)(A) and (C).
- WAYS did not adequately refute or remedy violations by the end of the remedy period or after the remedy period.
- *Termination of the contract between WAYS and CEG voids any potential remedy that might have stemmed from that agreement*
- WAYS has not demonstrated increases in academic achievement for all groups of pupils served by the school.

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Distributed by Greta Proctor, Procorpio Attorney/WAYS

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WISDOM ACADEMY FOR YOUNG SCIENTISTS

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BOARD FILE

November 18, 2014

Members of the Los Angeles County Board of Education
c/o Superintendent Arturo Delgado
Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242

Re: LACOE Staff Report to County Board on Final Decision Regarding Charter
Revocation for Wisdom Academy for Young Scientists ("WAYS")

Dear Members of the Board of Education:

The purpose of this letter is to respond to the LACOE staff's written report that recommends the County Board of Education make a final decision to revoke the WAYS charter ("Report"). We urge the Board *not* to revoke the charter, and we write this letter both toward that goal and also for purposes of the school's anticipated appeal to the State Board of Education.

We were astounded to read the Report's statement that "WAYS has failed to dispute the factual matters and violations identified in the NIR and NOV." For over four months now since issuance of the NOV, *WAYS has repeatedly and comprehensively "disputed" the factual matters and violations identified in the NIR and NOV.* The record could not be clearer on this point. Our board members, attorneys, consultants, staff, parents and students have disputed the facts and violations in the NIR and NOV in as many ways as we could, such as in detailed letters to LACOE staff and the County Board, in conferences with LACOE staff Judy Higelin and Courtney Brady, and at every opportunity in person before the County Board. We disputed the facts and conclusions in the NIR and NOV even before those documents were issued, since 2011 in response to Notices to Cure from LACOE staff. We disputed them in and after the remedy period afforded under the NOV. WAYS could not have made it clearer that we indeed "dispute" LACOE staff's statements and conclusions about our school. We provided each of you individually with a disc containing hundreds of pages of evidence responding to every concern raised by LACOE staff. Nearly all of our responsive evidence to the NOV is un-refuted by LACOE staff.

Importantly, WAYS has taken every step we could take to compromise with LACOE staff and cure the purported violations identified in the NOV and NIR. Yet every time WAYS has done what LACOE staff requested in the NOV to remedy a purported violation, LACOE has demanded

more, or something altogether different. We note that the issues in the NOV, NIR and now the Report have morphed and mutated dramatically as LACOE staff has “piled on” requirements and purported “evidence.” It has become—both as a practical matter and as a matter of law—impossible for the school to actually “cure” any of the violations. Perhaps that was your staff’s intent. We hope the County Board and State can see that there is *no basis in the charter law* for the demands LACOE staff has made of the WAYS charter school. Here are a few examples:

- LACOE staff and the County Board members expressed concern with the composition of the WAYS board. The NOV did not ask for the removal of any board members by name, nor claim any board members committed violations of law, but simply stated that the WAYS board “failed to exercise fiscal and institutional control.” In response, the five-member WAYS board removed two of its members in July 2014, then added four new board members (two were added July 23, 2014, and two were added in October 2014).¹ Now, LACOE staff says this overhaul was not enough. The Report states that in order to cure the violations in the NOV, *each and every* WAYS board member who has served since 2011 was required to be removed from the board. This is a demand that was *not* made in the NOV or the NIR, nor by the County Board. We fail to see any authority whatsoever under the charter schools law for an authorizer to demand that a charter school entirely replace its governing board (and who shall act to entirely replace the board, if not the board itself?). This demand is inconsistent with how the nonprofit corporations law works: the Report states that WAYS cannot “rely on a majority vote of the Board to remove existing members,” but a majority vote of the board is *exactly* how the law and the corporate bylaws require the WAYS board to make such decisions. As a practical matter, we are unclear how any charter school could accomplish a total board replacement in the course of 4 months while under attack from its authorizer, and remain stable and functional. (Ironically, the Report chastises WAYS for historically high board turnover at the same time it claims the turnover was too low.) We also fail to see any reason why the LACOE staff would wait until several months *after* closure of the NOV’s remedy period to make this demand, except to make it impossible for the school to cure the violations.
- The NOV stated that the school’s fiscal policies and internal controls were inadequate. This was a surprise to WAYS, as we had adopted revised fiscal policies and internal controls just weeks before the NOV was issued on April 30, 2014—fiscal policies and controls that were *directed by and reviewed by LACOE’s own Controller*. Nonetheless, in response to the NOV, WAYS hired a new back office services provider (Charter School Management Corporation) and set out to revise and adopt new, re-revised fiscal policies and internal controls. LACOE’s Executive Director of LACOE Business and Finance actually participated in revising WAYS’ Financial Policies and Procedures

¹ We note these two board members, who were nominated by Celerity Educational Group, have since resigned from the WAYS Board given that the Celerity contract is not proceeding as previously planned.

Handbook. The WAYS board adopted the re-revised policies on September 17, 2014. Unbelievably, *after two revisions at LACOE's direction*, the Report now states that the re-revised fiscal policies and internal controls are deficient.

- The NOV and NIR identified a host of issues related to overall management of WAYS (board meeting practices and Brown Act compliance, vendor selection, relations with LACOE staff, assistance for instructional school leadership, operations, facilities). In response, the WAYS board carefully considered and voted for Celerity Educational Group (“Celerity”) to be the charter management organization (“CMO”) for WAYS and also function as the school’s Executive Director. WAYS’ Board President and the CEO of Celerity met with LACOE Project Director Judy Higelin to discuss this plan in detail as a cure to the NOV and NIR. Celerity already operates the successful Celerity Sirius Charter School authorized by LACOE, as well as several schools authorized by LAUSD. Under the WAYS contract, Celerity would take over day-to-day operations of WAYS for the remainder of WAYS’ charter term, and the contract was approved by both WAYS’ and Celerity’s boards. *The contract reflected all the provisions specifically requested by LACOE’s Judy Higelin, including a provision that it be expressly conditioned on approval by the County Board of a material revision of the WAYS charter.* WAYS submitted the request for a material revision, and even hired the proposed Celerity principal to run the school in the interim while it waited for the County Board’s consideration of the material revision of the charter. Now, the Report claims the Celerity contract and proposed material revision to the WAYS charter is an “insufficient remedy.”
- The NOV took issue with WAYS former Director of Operations. In response, WAYS explained that the former Director of Operations did *not* violate any laws or conflict of interest rules, but as a compromise to LACOE, WAYS also quickly ended the former Director of Operations’ employment relationship with the school. It immediately hired a new Director of Operations. The Report states WAYS failed to cure because the former Director of Operations was retained temporarily as an independent contractor. It is true that *the former Director of Operations was required to train his replacement and assist the school’s Board of Directors in responding to LACOE’s NOV and NIR.* LACOE staff *created* the problem of him being a temporary independent contractor by demanding that he immediately end his employment with the school in the middle of a charter revocation. The former Director of Operations has not performed work for the school for months.

Education Code section 47607(c)(2) mandates charter authorizers to consider increases in pupil academic achievement for all groups of pupils served by the charter school as the *most important factor* in determining whether to revoke a charter. LACOE has failed to do so. An authorizer is required to consider increases in pupil academic achievement over time, rather than a one-year snapshot of performance, and must look specifically at test scores of any numerically significant subgroup. Simply finding that a charter school has made governance or legal errors is no longer legally enough to justify revocation. Under Education Code section 47607(c)(2), it is not enough for the County Board to simply “keep in mind” or “take into account” WAYS’

academic achievement when deciding whether to revoke the WAYS charter. Instead, a charter authority must give *extra weight* to this factor when it considers all the information presented in support of a charter revocation. ***Findings related to WAYS' academic achievement are more important than any findings that the school violated its charter, engaged in fiscal mismanagement, or violated any provision of the law.*** Failure to adequately consider academic achievement results in an unlawful revocation. (See *American Indian Model Schools v. OUSD* (2014) 227 Cal.App.4th 258.)

The NOV failed to raise any concern whatsoever about student achievement at WAYS. The Report discusses Section 47607(c)(2) and it refers to the NIR, but LACOE provided no analysis, discussion or even mention of student achievement in the NOV or during the "cure" period. The Report and NIR cannot at this late phase of the revocation add **new or additional** evidence to revoke WAYS' charter. Under the law, LACOE was required to provide a due process opportunity for WAYS to respond, refute and/or cure **any and all** evidence for charter revocation.

The Report erroneously states that "WAYS has not demonstrated consistent increases in pupil achievement since the charter school began operation." But there is no requirement for WAYS to "demonstrate" that here. The burden is not on WAYS to demonstrate student achievement in a revocation. Rather, **the burden is on LACOE to explain how the alleged defects in management at WAYS outweigh student achievement.** It is not enough to simply recite WAYS' scores in comparison to other schools, as the Report attempts to do. (See *American Indian Model Schools v. OUSD* (2014) 227 Cal.App.4th 258.)

WAYS not only met its schoolwide growth target in 2012-2013, it met its growth target for all student groups, including its Hispanic or Latino and socioeconomically disadvantaged students. As we previously pointed out, WAYS had a growth in API score of 54 points in 2012-13, which is the *highest growth score* of the 38 public elementary schools identified in LACOE's own Report that are within a 3-mile radius of the school's East Manchester campus. The 54 point growth last year is a significant jump considering the average growth during that period for public schools overseen by LACOE was only 3 points. Although WAYS did have a dip in API from its impressively high score of 879 in 2009-10, WAYS has rebounded to show incredible growth over the past year, which the Report inexplicably dismisses.

LACOE staff's own charts and information in the Report (that LACOE provided for the very first time) shows that WAYS has increased its academic achievement in several areas and continues to rank highly when compared to its resident and comparison schools. WAYS' proficiency rates in both ELA and Math have increased from 2011-12 to 2012-13. WAYS currently ranks 4th in ELA and 3rd in math proficiency rates among the resident schools identified in the Report. WAYS' 3-year average API score of 741 also ranks 6th or higher compared to the resident schools on a schoolwide basis and for *every identified pupil group*: African American, Hispanic/Latino, socioeconomically disadvantaged, English Learners, and students with disabilities. As the Report itself points out, if WAYS' students attended the identified resident schools, almost 60% of our students would be forced to attend a school with a lower 3-year weighted average schoolwide API. In other words, ***if the County Board revokes our charter, the majority of our students will be forced to attend schools that have a lower academic performance record.***

For all of the reasons stated above, we respectfully ask that you do not vote to revoke the WAYS charter.

Sincerely,



Armando Espinoza

Board Chair, WAYS Board of Directors

APPROVED
LOS ANGELES COUNTY
BOARD OF EDUCATION

NOV 18 2014

BY: AD:PC
Ex Officio Secretary

Board Meeting – November 18, 2014

Item VIII. Recommendations

- A. Issue a Final Decision to Revoke the Charter of the *Wisdom Academy for Young Scientists, Grades K-5*

The Superintendent recommends that the Los Angeles County Board of Education (County Board) take action to adopt the findings of fact contained within the Notice of Violation (NOV), Notice of Intent to Revoke (NIR), the November 18, 2014 Report and its addendum, to the County Board and issue a final decision to revoke the charter of Wisdom Academy for Young Scientists based on the following grounds:

- I. Wisdom Academy for Young Scientists (WAYS) failed to meet generally accepted accounting principles and engaged in fiscal mismanagement. EC § 47607(c)(1)(C).
- II. WAYS committed a material violation of the conditions, standards, or procedures set forth in the charter. EC § 47607(c)(1)(A).
- III. WAYS failed to provide evidence that the violations identified in the Notice of Violation and the Notice of Intent to Revoke were remedied.

Pursuant to Education Code (EC) section 47607(c)(1), the authorizing entity “may revoke the charter of a charter school if it finds, through a showing of substantial evidence, that the charter school did any of the following:

- (A) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- (B) Failed to meet or pursue any of the pupil outcomes identified in the charter.
- (C) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- (D) Violated any provision of law.”

EC § 47607(e) and California Code of Regulations, Title 5 (5 CCR) section 11968.5.2 detail the revocation process. The County Board has adhered to these requirements and afforded WAYS due process throughout these proceedings. The Addendum to the November 18, 2014 Report demonstrates that the charter management contract, WAYS’ principal means of purported remedy, has been terminated. The NOV, NIR, November 18, 2014 Report and its Addendum contain substantial evidence supporting revocation.

Board Meeting – November 18, 2014

Issue a Final Decision to Revoke the Charter of the *Wisdom Academy for Young Scientists, Grades K-5*

- 2 -

Pursuant to EC § 47607(c)(2), the County Board has considered the academic achievement of WAYS as detailed in the NIR, the September 23, 2014 letter from WAYS to the County Board, and the November 18, 2014 Report to the County Board. The County Board has determined that the school has **not** demonstrated increases in pupil academic achievement for all groups of pupils served by the charter school. WAYS' schoolwide Growth API peaked in 2010 but dropped 143 points in 2011. Since that time the school has not regained that loss. The Growth API for the groups of students served by the school is aligned with this schoolwide trend. The County Board has also considered the academic performance of WAYS and weighed it against the violations identified in the NOV and NIR. The County Board finds that the severity of the identified violations combined with the school's failure to demonstrate increases in pupil academic achievement support the revocation of the WAYS' charter.

In making its final decision to revoke WAYS' charter, the County Board considered the NOV; WAYS' July 31, 2014 response to the NOV; the NIR; documents submitted by WAYS subsequent to the conclusion of the remedy period, including WAYS' September 23, 2014 letter to the County Board and documents cited in the November 18, 2014 staff report to the County Board; public testimony given on June 3, 2014, September 23, 2014, October 14, 2014, and at the Public Hearing held October 21, 2014; the November 18, 2014 Report and its Addendum to the County Board, and WAYS' academic performance. The above-described documents are incorporated by reference and provide the substantial evidence upon which this recommendation is based.

The Superintendent recommends that the charter for WAYS is revoked effective December 19, 2014, the last day of instruction prior to the school's winter holiday break. Revoking the charter as of this date provides parents and students with adequate notice and time to enroll in alternate educational programs including those operated by the Los Angeles Unified School District, which resumes instruction January 12, 2015. A plan for closure, aligned to the school's charter, EC § 47605(b)(5)(P), 5CCR §§ 11962 and 11962.1, and the fully executed Monitoring and Oversight Memorandum of Understanding between WAYS and LACOE will be implemented.

If the County Board revokes the WAYS' charter based on written findings of fiscal mismanagement pursuant to EC § 47607(c)(1)(C), WAYS will not continue to qualify as a charter school for funding and for all other purposes during the pendency of an appeal. EC § 47607(i) Pursuant to EC § 47607(g)(1), if a county board revokes a charter the school may appeal to the state board of education within thirty days of the final decision of the chartering authority.

From: Sanchez_Lila
To: [Board Wisdom Academy for Young Scientists ; "edcabil@sbcglobal.net"](mailto:edcabil@sbcglobal.net)
Cc: [Higelin_Judy; JuHall@cde.ca.gov; "cchan@cde.ca.gov"; Cole-Gutierrez, Jose \(jose.cole-gutierrez@lausd.net\); Anderson_James; Landry_Paul; Magnuson_Debbie; Carrillo_Sylvia](mailto:Higelin_Judy; JuHall@cde.ca.gov;)
Bcc: ["melida.dominguez@lausd.net"; Jemmott_Jennifer; Rattray_Beth](mailto:)
Subject: Letter Dated 11/19/14 - Confirmation of County Board Action
Date: Wednesday, November 19, 2014 3:56:00 PM
Attachments: [WAYS Ltr Board Action REVOKED 11-19-14.pdf](#)
Importance: High

Dear Mr. Cabil and Mr. Espinoza,

Attached please find copy of a letter dated November 19, 2014, confirmation of County Board Action regarding the Wisdom Academy for Young Scientists charter and stamped approved Board Action. The original letter and attachment will be delivered to Wisdom Academy for Young Scientists main campus via Federal Express.

Kindly acknowledge receipt of this email.

Thank you,

Lila Sanchez

Administrative Assistant
Charter School Office
Los Angeles County Office of Education
(562) 922-8806
(562) 922-8805/Fax
Serving Students ▪ Supporting Communities ▪ Leading Educators



Los Angeles County Office of Education

Serving Students ■ Supporting Communities ■ Leading Educators

November 19, 2014

*Via First Class Mail and E-mail to:
edcabil@sbcglobal.net
armando.espinoza.10@my.csun.edu*

Arturo Delgado, Ed.D.
Superintendent

Los Angeles County
Board of Education

Katie Braude
President

Thomas A. Saenz
Vice President

Douglas R. Boyd

José Z. Calderón

Alex Johnson

Raymond Reisler

Rebecca J. Turrentine

Mr. Edward Cabil, Executive Director
Wisdom Academy for Young Scientists Board
Mr. Armando Espinoza, Interim Chair
Ms. Annette Ford
Ms. Cheryl Johnson
Ms. Diana Miketta
Dr. Dorothy Valenti
706 E. Manchester Ave.
Los Angeles, CA 90001

Dear Mr. Cabil and Members of Wisdom Academy for Young Scientists Board:

Confirmation of County Board Action Regarding Wisdom Academy for Young Scientists Charter

This letter serves as written notice of the Final Decision of by the Los Angeles County Board of Education ("County Board") on the revocation of the Wisdom Academy for Young Scientists ("WAYS") charter.

In accordance with *Education Code* § 47607(e), at its regular meeting held Tuesday, November 18, 2014, the County Board took action and issued its Final Decision to Revoke the charter for WAYS. County Board authority to operate WAYS ends December 19, 2014.

The stamped approved action attached to this letter constitutes the County Board's final order on this matter.

Closure of charter schools is conducted pursuant to the *California Code of Regulations*, Title 5, §§ 11962 and 11962.1. WAYS shall adhere to these closure procedures including providing the Charter School Office (CSO) with the name(s) and contact information for the person(s) to whom inquires may be made regarding closure. Pursuant to these sections, WAYS shall make the school's student and personnel records available for pick-up by the CSO on January 12, 2014.

Pursuant to *Education Code* § 47604.32(e) and the *California Code of Regulations*, Title 5, § 11962.1, this letter provides notification to the California Department of Education that WAYS the charter has been revoked, the effective date, and the location of student and personnel records.

Should you have any questions, please contact the CSO at (562) 922-8806.

Sincerely,

A handwritten signature in blue ink that reads "Judy Higelin".

Judy Higelin
Project Director III
Charter School Office
Division of Accountability, Support and Monitoring

Mr. Edward Cabil, Executive Director
Wisdom Academy for Young Scientists Board
November 19, 2014
Page 2

JH:ls
Attachment

c: Cindy Chan, Interim Director, Charter Schools Division, CDE
Judie Hall, Education Administrator, Charter Schools Division, CDE
Ramon Cortines, Superintendent, Los Angeles Unified School District
Jose Cole-Gutierrez, Director, Los Angeles Unified School District Charter Schools Division
Ginger Hovenick, Ed.D., Director of Schools and Member Relations, WASC
Arturo Delgado, Ed.D., Superintendent, LACOE
Yolanda M. Benitez, Chief Academic Officer, Educational Services, LACOE
Scott Price, Ph.D., Chief Financial Officer, Business Services, LACOE
Olivia Fuentes, Director, Division of Accountability, Support and Monitoring, LACOE
James Anderson, Director III, SELPA, LACOE
Paul Landry, Director, Internal Audit & Analysis, LACOE
Debbie Magnuson, Operations Manager, Human Resources Services, LACOE
Sylvia Carrillo, Principal Systems Specialist, School Financial Services, LACOE

APPROVED
LOS ANGELES COUNTY
BOARD OF EDUCATION

NOV 18 2014

BY: AP:RC
Ex Officio Secretary

Board Meeting – November 18, 2014

Item VIII. Recommendations

A. Issue a Final Decision to Revoke the Charter of the *Wisdom Academy for Young Scientists, Grades K-5*

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Board Meeting – November 18, 2014

Issue a Final Decision to Revoke the Charter of the *Wisdom Academy for Young Scientists, Grades K-5*

- 2 -

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November 20, 2014

Dear Customer:

The following is the proof-of-delivery for tracking number **864031267626**.

Delivery Information:

Status:	Delivered	Delivered to:	Receptionist/Front Desk
Signed for by:	L.BLAIR	Delivery location:	706 E MANCHESTER AVE CA 90001
Service type:	FedEx Priority Overnight	Delivery date:	Nov 20, 2014 10:04
Special Handling:	Deliver Weekday		

NO SIGNATURE IS AVAILABLE

FedEx Express proof-of-delivery details appear below; however, no signature is currently available for this shipment. Please check again later for a signature.

Shipping Information:

Tracking number:	864031267626	Ship date:	Nov 19, 2014
		Weight:	0.5 lbs/0.2 kg

Recipient:
MR EDWARD CABILL
WISDOM ACADEMY FOR YOUNG SCIEN
706 E MENCHEATER AVE
CA 90001 US

Shipper:
JUDY HIGLIN
DOW 90242 US

Thank you for choosing FedEx.



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Form ID No. **0200** Sender's Copy

1 From Please print and press hard.
Date 11/19/14 Sender's FedEx Account Number 128456961
Sender's Name Judy Higelin Phone (562) 922-8806
Company Los Angeles County Office of Education
Address 9300 Imperial Hwy, ECW 222
City Downey State CA ZIP 90242

2 Your Internal Billing Reference
First 24 characters will appear on invoice.
Recipient's Name Mr. Edward Cabil
Mr. Armando Espinoza Phone (323) 752-6655
Company Wisdom Academy for Young Scientists
Recipient's Address 706 E. Manchester Ave.
We cannot deliver to P.O. boxes or P.O. ZIP codes.
Address To request a package be held at a specific FedEx location, print FedEx address here.
City Los Angeles State CA ZIP 90001

4a Express Package Service Packages up to 150 lbs.
 FedEx Priority Overnight Next business morning.* Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
 FedEx Standard Overnight Next business afternoon.* Saturday Delivery NOT available.
 FedEx First Overnight Earliest next business morning delivery to select locations.* Saturday Delivery NOT available.
 FedEx 2Day Second business day.* Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected. FedEx Envelope rate not available. Minimum charge: One pound rate.
 FedEx Express Saver Third business day.* Saturday Delivery NOT available.

4b Express Freight Service Packages over 150 lbs.
 FedEx 1Day Freight* Next business day.** Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
 FedEx 2Day Freight Second business day.** Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
 FedEx 3Day Freight Third business day.** Saturday Delivery NOT available.
* Call for Confirmation. ** To most locations.

5 Packaging
 FedEx Envelope* Includes FedEx Small Pak, FedEx Large Pak, and FedEx Sturdy Pak.
 FedEx Box
 FedEx Tube *Declared value limit \$500.
 Other

6 Special Handling Include FedEx address in Section 3.
 SATURDAY Delivery NOT Available for FedEx Standard Overnight, FedEx First Overnight, FedEx Express Saver, or FedEx 3Day Freight.
 HOLD Weekday at FedEx Location NOT Available for FedEx First Overnight.
 HOLD Saturday at FedEx Location Available ONLY for FedEx Priority Overnight and FedEx 2Day to select locations.
Does this shipment contain dangerous goods?
 No Yes As per attached Shipper's Declaration Yes Shipper's Declaration not required Dry Ice Dry Ice, 9, UN 1845 x kg
Dangerous goods (including dry ice) cannot be shipped in FedEx packaging. Cargo Aircraft Only

7 Payment Bill to: Enter FedEx Acct. No. or Credit Card No. below.
 Sender Acct. No. in Section 1 will be billed. Recipient Third Party Credit Card Cash/Check
FedEx Acct. No. _____ Exp. Date _____
Credit Card No. _____

Total Packages	Total Weight	Total Declared Value ¹
	<u>0.8</u>	\$ <u>0.00</u>

¹Our liability is limited to \$100 unless you declare a higher value. See back for details. By using this Airbill you agree to the service conditions on the back of this Airbill and in the current FedEx Service Guide, including terms that limit our liability.

8 Residential Delivery Signature Options If you require a signature, check Direct or Indirect.
 No Signature Required Package may be left without obtaining a signature for delivery.
 Direct Signature Someone at recipient's address may sign for delivery. Fee applies.
 Indirect Signature If no one is available at recipient's address, someone at a neighboring address may sign for delivery. Fee applies.
520



REMAIN THIS COPY FOR YOUR RECORDS.

From: [Edward Cabil](#)
To: [Sanchez_Lila](#); [Board Wisdom Academy for Young Scientists](#)
Cc: [Higelin_Judy](#); [JuHall@cde.ca.gov](#); [cchan@cde.ca.gov](#); [Cole-Gutierrez, Jose \(jose.cole-gutierrez@lausd.net\)](#); [Anderson_James](#); [Landry_Paul](#); [Magnuson_Debbie](#); [Carrillo_Sylvia](#)
Subject: Re: Letter Dated 11/19/14 - Confirmation of County Board Action
Date: Thursday, November 20, 2014 10:27:56 AM

Thank you Lila! I am confirming receipt of the letter.

Blessings,
Ed Cabil

From: Sanchez_Lila <Sanchez_Lila@lacoed.edu>
To: Board Wisdom Academy for Young Scientists <armando.espinoza.10@my.csun.edu>; "edcabil@sbcglobal.net" <edcabil@sbcglobal.net>
Cc: Higelin_Judy <Higelin_Judy@lacoed.edu>; "JuHall@cde.ca.gov" <JuHall@cde.ca.gov>; "cchan@cde.ca.gov" <cchan@cde.ca.gov>; "Cole-Gutierrez, Jose (jose.cole-gutierrez@lausd.net)" <jose.cole-gutierrez@lausd.net>; Anderson_James <Anderson_James@lacoed.edu>; Landry_Paul <Landry_Paul@lacoed.edu>; Magnuson_Debbie <Magnuson_Debbie@lacoed.edu>; Carrillo_Sylvia <Carrillo_Sylvia@lacoed.edu>
Sent: Wednesday, November 19, 2014 3:56 PM
Subject: Letter Dated 11/19/14 - Confirmation of County Board Action

Dear Mr. Cabil and Mr. Espinoza,

Attached please find copy of a letter dated November 19, 2014, confirmation of County Board Action regarding the Wisdom Academy for Young Scientists charter and stamped approved Board Action. The original letter and attachment will be delivered to Wisdom Academy for Young Scientists main campus via Federal Express.

Kindly acknowledge receipt of this email.

Thank you,

Lila Sanchez
Administrative Assistant
Charter School Office
Los Angeles County Office of Education
(562) 922-8806
(562) 922-8805/Fax
Serving Students ■ Supporting Communities ■ Leading Educators

APPROVED
NO. 14:2014-15

MINUTES
LOS ANGELES COUNTY BOARD OF EDUCATION
12830 Columbia Way
Downey, California 90242-2890
Tuesday, November 18, 2014

A Board meeting of the Los Angeles County Board of Education was held on Tuesday, November 18, 2014, in the Los Angeles County Office of Education, LACOE Conference Center, (ECW 606), 12830 Columbia Way, Downey, CA 90242-2890.

PRESENT: Mr. Douglas Boyd, Dr. Ray Reisler, Mr. Thomas A. Saenz, Ms. Katie Braude, Dr. Jose Zapata Calderon, Mr. Alex Johnson, and Dr. Rebecca Turrentine

OTHERS PRESENT: Superintendent Dr. Arturo Delgado; Administrative staff; Ms. Beatrice Robles, Senior Executive Assistant

PRELIMINARY ACTIVITIES

CALL TO ORDER

Ms. Braude called the meeting to order at 3:17 p.m.

PLEDGE OF ALLEGIANCE

Dr. Reisler led the Pledge of Allegiance to the Flag.

ORDERING OF THE AGENDA

Dr. Delgado indicated that there were no changes to the Board agenda.

It was **MOVED** by Mr. Boyd, **SECONDED** by Dr. Calderon, and **CARRIED** to approve the Board agenda as presented. There were 7 ayes.

APPROVAL OF MINUTES

- **November 4, 2014** – The minutes were approved as presented.

COMMUNICATIONS: BOARD / SUPERINTENDENT

Dr. Turrentine

- Dr. Turrentine indicated that she visited Camp Munz/Mendenhall unannounced on November 7, 2014. She said that during that week, there were mudslides and teachers/staff could not get through the roads for three days. When the roads became accessible on Thursday, a transformer went out in the community causing disruption at the school site with power going out. She said that because of the incidents during the week, the staff postponed student testing on the CAHSEE until Friday. Dr. Turrentine decided not to do classroom visits in order to not cause any further disruption. Instead

Los Angeles County Board of Education
Minutes of November 18, 2014

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she heard first-hand how Road to Success Academy was created and how the school had to overcome in order to move ahead with the program. Dr. Turrentine indicated that in May 2015, RTSA will launch their Career Tech Education building/program with 20 stations.

Mr. Johnson

- Mr. Johnson indicated that he and Dr. Delgado attended a meeting yesterday with Mr. Austin Beutner, publisher for the Los Angeles and Founder of *Vision to Learn*, which provides eye exams and glasses free of charge to children in low-income communities. He said that the organization has been in existence for about two years and that there is an opportunity to bring the program to LACOE and students that we serve. Mr. Johnson indicated that recently, with temporary funding of \$2M over 3 years by the Governor's Office, Governor Brown and Mr. Beutner launched a statewide expansion for a pilot program for Vision to Learn.

Dr. Delgado indicated that school districts will be able to tap into the pilot program as well as LACOE Head Start Program and Juvenile Court School students.

Mr. Boyd

- Mr. Boyd thanked Mr. Johnson for his involvement with the Vision to Learn program and said that the program will make a difference in the lives of children and perhaps may extend the pilot program to include testing children's hearing.
- Mr. Boyd talked about how six years ago there was an extended political celebration through February 2009 and that the former Superintendent arranged for a trip to Washington D.C. for the inauguration. He said that with that in mind, he suggested that the County Board celebrate the first African American Senator elected from South Carolina, Tim Scott; the first African American woman elected to Federal Office in Utah, Mia Love; the youngest American State Legislator in U.S. history, Saira Blair; the first woman Senator elected from the State of Iowa, Joni Ernst; the first woman Senator elected from the State of West Virginia Shelley Moore Capito; the re-election of the first Hispanic female Governor of New Mexico, Susana Martinez; the first Hispanic Governor of Nevada, Brian Sandoval; and the first Vietnamese Senator, Janet Nguyen. Mr. Boyd indicated that he hopes that with the new composition of the Senate and the House, that the lobbying firm in Washington D.C. will take the opportunity to look at things from a different perspective.

Dr. Calderon

- Dr. Calderon said that he has been an advocate for programs that transition from Head Start to regular school. He said that some studies indicate that Head Start does very well, but that children seem to have a problem in transitioning to regular school. Dr. Calderon spoke about an article in the District Administration online magazine that highlights an innovative LACOE Head Start-State Preschool social emotional model of intervention, which will help prepare more than 13,000 at-risk preschool children in Los Angeles for kindergarten.

Los Angeles County Board of Education
Minutes of November 18, 2014

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- Dr. Calderon reported the continued collaboration with Pomona Unified School District and that they are working on a park called Cesar Chavez, which is falling apart. He said that there is parent and community involvement to redevelop the park. He said that Cal Poly, Mount Sac and Claremont Colleges have collaborated in providing mentoring and after-school tutoring at the park and that 200 people attended a commemoration of the park on Saturday, November 15.
- Dr. Calderon said that the forums in Pomona are going well. They had a Driver's License Forum with about 500 people in attendance. He said that there was a Deferred Action for Childhood Arrivals (DACA) Workshop as well as a scheduled forum for obtaining a Matricula Consular, which can be used as an official form of identification in the United States. He emphasized the outreach to immigrant parents and thanked those agencies that have collaborated in this outreach effort, which included NAACP, United Food and Commercial Workers International Union, and teachers unions. He hopes that other districts will also collaborate in this effort.

Dr. Reisler

- Dr. Reisler indicated that he and Mr. Johnson attended a Discovery Cube grand opening on November 13, 2014, along with many other people and community leaders near the City of Pomona and located in the Hansen Dam Recreation area. He said that it was meaningful for him because he has been a longtime supporter of the Los Angeles Children's Museum. He said that a structure was built 7 years ago and sat empty until just recently when Discovery Cube Foundation in Orange County came in and successfully created the museum in collaboration with the Department of Water and Power, the Department of Sanitation, and many other people and made this museum in the County of Los Angeles operational.

Dr. Delgado

- Dr. Delgado mentioned several meetings that he has attended since the last County Board meeting.
 - On October 29, he and Ms. Braude attended a CSBA Collaboration meeting in Sacramento. There will be ongoing meetings where attendees will be making recommendations to LCFE.
 - On October 30, the Superintendent's Fall Convocation took place. Dr. Delgado said it was well attended and that Rachel's Challenge did a presentation. Dr. Delgado also mentioned that he accepted an invitation to be on the Advisory Board for Rachel's Challenge.
 - From November 2-4, Dr. Delgado along with Diana Velasquez, attended a meeting in Baltimore, Maryland where they did a presentation on the RTSA model. He said he was proud to know that LACOE is the first agency focused on doing RTSA and the entire program and not just bits and pieces. He said that Ms. Velasquez did a great job in her presentation and he was impressed.

Los Angeles County Board of Education
Minutes of November 18, 2014

-4-

- On November 13, the 33rd PTA President and Administrators Conference took place. He said that the breakfast conference was well attended with over 300 people.
- On November 17, he had the opportunity to visit with the Antelope Valley School Board's Association and shared what LACOE is doing and our successes. He said that he has now been able to visit all of the schools in the Antelope Valley area and that there are a lot of great things happening in the Antelope Valley area.

COMMUNICATIONS: PUBLIC

Mr. Don Bailey, a teacher at Boys Republic in East Los Angeles PAU, addressed the County Board. He said he was glad to be present for the presentation during the Board Curriculum, Instruction and Assessment Committee meeting on AfterCare and that he was happy to know that LACOE's plan on reducing recidivism is a high priority.

PRESENTATIONS

RECOGNITION OF EXEMPLARY PERFORMANCE BY HEAD START/EARLY HEAD START TEACHERS

The Superintendent and County Board presented to two Head Start/Early Head Start teachers with the First Annual Golden Apple Award, Ms. Oleatha Thomas, Pomona USD Child Development and Ms. Hilda Bracamontes-Colon, Norwalk La Mirada USD.

HEARINGS (none)

REPORTS / STUDY TOPICS

WILLIAMS LEGISLATION 2014 ANNUAL REPORT ON FINDINGS FOR THE 2013-14 SCHOOL VISITS AND MONITORING

Williams legislation directs and authorizes the Los Angeles County Superintendent of Schools to visit and monitor low-performing schools across the County to ensure that all students have equal access to the basics of a quality education: textbooks, safe and clean school facilities, and qualified teachers. District and school data was presented for the 2013-14 academic year.

REPORT ON FINAL DECISION ON CHARTER REVOCATION FOR WISDOM ACADEMY FOR YOUNG SCIENTISTS, GRADES K-5, PURSUANT TO EDUCATION CODE 47607(E)

Ms. Greta Proctor, Attorney for Procopio and Mr. Armando Espinoza, WAYS Board President spoke in support of WAYS. Ms. Proctor distributed a 5-page document to the County Board dated November 18, 2014, and signed by Mr. Armando Espinoza.

Ms. Yolanda Benitez, Chief Academic Officer provided an overview of the charter school.

Both Ms. Courtney Brady, Deputy General Counsel, and Ms. Dina Wilson, Coordinator for the Charter Schools Office, provided a report to the County Board on the final decision on charter revocation for Wisdom Academy for Young Scientists (WAYS), Grades K-5.

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Pursuant to Education Code 47607(E), which states that “no later than 30 days after the public hearing, the chartering authority shall issue a final decision to revoke or decline to revoke the charter...”

- On June 3, 2014, a Notice of Violation was issued by the County Board to the charter school;
- WAYS was provided an opportunity to remedy by July 31, 2014;
- On September 23, 2014, the County board issued a Notice of Intent to Revoke and Notice of Facts in Support of Revocation and notified WAYS that the authorizing entity had determined the charter school failed to remedy violations under Ed Code 47607(e).
- On October 21, 2014, a public hearing was held on the issue of whether evidence exists to revoke the charter for WAYS;
- On November 14, 2014, the Charter School Office (CSO) was notified that the contract for charter management services between WAYS and Celerity Educational Group (CEG) was terminated. In addition, the CSO was notified that the two WAYS Board members recruited by CEG, and WAYS principal recruited by CEG, had resigned. The CEG contract, Board members and principal were integral components of WAYS’ remedy.

WAYS had therefore failed to remedy the violations identified in the Notice of Violation issued by the County Board on June 3, 2014 and the Notice of Intent to Revoke issued by the County Board. As a result, the Superintendent found that there is substantial evidence to support the revocation of the WAYS charter because WAYS failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement, EC 47607(c)(1)(C), and WAYS committee a material violation of...the conditions, standards, or procedures set forth in the charter. EC 47607(c)(1)(A).

The County Board had a discussion on this item.

Mr. Johnson asked Mr. Armando Espinoza why the agreement between CEG and WAYS was dissolved.

It was **MOVED** by Mr. Saenz, **SECONDED** by Mr. Johnson, and **CARRIED** for the County Board to move and depart from its rules and give Mr. Espinoza amount of time allowed during Public Comment time. There were 7 ayes.

Mr. Espinoza returned to the podium to answer Mr. Johnson’s question regarding the agreement between CEG and WAYS and why the agreement was dissolved.

(The County Board took a short recess: 4:45-4:54 p.m.)

REPORT ON THE COMMON CORE PLAN FOR EDUCATIONAL PROGRAMS

Dr. Avila provided a brief overview of the report on the Common Core Plan for Educational Programs to the County Board. He said that LACOE received a total of \$1,135,841 for the implementation of Common Core State Standards (CCSS) pursuant to AB 86, Section 85 (Chapter 48, Statutes of 2013). As a condition for receiving funds allocated pursuant to this section, a school district, county office of education, charter school, or state special school shall do both of the following: 1) Develop and adopt a plan delineating how funds allocated pursuant

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to this section shall be spent. The plan shall be explained in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting. 2) On or before July 2, 2015, report detailed expenditure information to the State Department of Education, including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators who received professional development. The State Department of Education shall determine the format for this report.

Dr. Avila reported that LACOE Educational Programs is committed to implementing CCSS, as detailed in the attached implementation plan to the County Board. He said the CCSS Implementation Plan is integrated into the Educational programs' Local Control and Accountability Plan (LCAP) and that the purpose of the implementation plan is to ensure that the CCSS is fully implemented through the core content in all classrooms operated by Educational Programs. The plan identified the major phases, activities, and needed resources for the successful implementation of the CCSS.

Mr. Jason Hasty, Coordinator for the Division of Student Programs, presented a summary of the report on the Common Core Plan for Educational Programs to the County Board. The plan included information on activity, budget, justification and update on Professional Development (PD): English /Language Arts'; PD Math; PD English Language Development; PD Administrator; Assessment; Curriculum; and Technology for the following fiscal years:

- Division of Student Programs (DSP) Fall 2012-13 – prior to receipt of CC Funds
- Division of Special Education (DSE) Fall 2012-13 – prior to receipt of CC Funds
- DSP Fall 2013-14
- DSE Fall 2013-15
- DSP Fall 2014-15
- DSE Fall 2014-15

The report also included information on future trainings and expenditures for Fall 2014, and Spring 2015; a Training Plan for 2014-15 was shared with the County Board along with a Technology model plan for an increase of regional support.

CONSENT CALENDAR RECOMMENDATIONS (none)

RECOMMENDATIONS

ISSUE A FINAL DECISION TO REVOKE THE CHARTER OF THE WISDOM ACADEMY FOR YOUNG SCIENTIST, GRADES K-5

The Superintendent recommended that the County Board take action to adopt the findings of fact contained within the Notice of Violation (NOV), Notice of Intent to Revoke (NIR), the November 18, 2014 Report and its addendum, to the County Board and issue a final decision to revoke the charter of Wisdom Academy for Young Scientists based on the following:

- WAYS failed to meet generally accepted accounting principles and engaged in fiscal mismanagement EC §47607(c)(1)(C).

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- WAYS committed a material violation of the conditions, standards, or procedures set forth in the charter EC §47607(c)(1)(A)
- WAYS failed to provide evidence that the violations identified in the Notice of Violation and the Notice of Intent to Revoke were remedied.

It was **MOVED** by Dr. Reisler, **SECONDED** by Dr. Turrentine, and **CARRIED** to take action to adopt the findings of fact contained within the Notice of Violation (NOV), Notice of Intent to Revoke (NIR), the November 18, 2014 Report and its addendum, to the County Board and issue a final decision to revoke the charter of WAYS. There were 7 ayes.

ADOPTION OF BOARD RESOLUTION NO. 9: 2014-15. AUTHORITY TO RENDER ZONING ORDINANCE INAPPLICABLE

The Superintendent recommended approval of Board Resolution No. 9 which will allow LACOE to open a County Community School at Liberty Plaza Community Center.

It was **MOVED** by Mr. Boyd, **SECONDED** by Mr. Saenz, and **CARRIED** to approve Board Resolution No. 9. There were 7 ayes.

APPROVAL FOR THE OPENING OF NON-CONFORMING COUNTY COMMUNITY SCHOOL

The Superintendent recommended that the County Board approve the opening of a non-conforming County Community School at Liberty Plaza Community Center.

It was **MOVED** by Mr. Boyd, **SECONDED** by Dr. Turrentine, and **CARRIED** to approve the opening of a non-conforming County Community School at Liberty Plaza Community Center. There were 7 ayes.

APPROVAL OF THE COMMON CORE PLAN FOR EDUCATIONAL PROGRAMS

The Superintendent recommended that the County Board approve the Common Core Plan for Educational Programs.

It was **MOVED** by Dr. Turrentine, **SECONDED** by Mr. Johnson, and **CARRIED** to approve the Common Core Plan for Educational Programs. There were 7 ayes.

INFORMATIONAL ITEMS

GOVERNMENTAL RELATIONS

Dr. Delgado had nothing to report to the County Board.

BOARD COMMITTEE/LIAISON REPORTS

Dr. Calderon indicated that a Board Curriculum, Instruction and Assessment Committee meeting was held today.

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**LOS ANGELES COUNTY BOARD OF EDUCATION MEETING SCHEDULE,
ESTABLISHMENT OF MEETING TIMES, FUTURE AGENDA ITEMS, FOLLOW-UP**
Dr. Delgado reviewed the Board calendar for the December 2, 2014, Board meeting.

(The County Board took a short recess: 5:20-5:25 p.m.)

Mr. Saenz left the Board meeting at 5:24 p.m.

INTERDISTRICT AND EXPULSION APPEAL HEARINGS

Destiny C. v. Los Angeles Unified School District

The proceedings were conducted in open session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education; Dr. Victor Thompson, Director, Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present and there was no one to represent the appellant for the hearing. LACOE staff indicated that the appellant requested that LACOE proceed without anyone on the appellate side present at the hearing. Ms. Debra Villescás, Pupil Services and Attendance Counselor, represented Los Angeles Unified School District.

Fact-finding was conducted by a designated hearing consultant. A copy of the record, a summary of findings and conclusions, and a recommendation by the hearing consultant were provided to all parties. The representatives addressed the Board and responded to questions from the Board.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll-call vote was taken. Voting yes were Mr. Boyd and Dr. Calderon. Voting no were Dr. Reisler, Mr. Johnson, Dr. Turrentine and Ms. Braude. The appeal was denied.

ADJOURNMENT

Ms. Braude adjourned the meeting at 5:39 p.m.

It was **MOVED** by Mr. Boyd, **SECONDED** by Dr. Calderon, and **CARRIED** to adjourn the meeting. There were 6 ayes.